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ABSTRACT

This publication presents approximately 50 brief case studies that describe the experience of participants in the National Diffusion Network (NDN), a linkage system established by the U.S. Office of Education to enable people to share their knowledge and help each other promote change in the schools. The case studies illustrate the change-agent roles played by state facilitators, developer/demonstrators, and local school personnel as they worked together to transfer successful educational programs. The studies are divided into five sections that correspond to stages of the adoption process--awareness, match-making, joint decision-making, training, and institutionalization. The first page of each section indicates some of the lessons that have been suggested by the NDN experience. Each case study describes all the stages of adoption, but by presenting them in this manner, an attempt is made to emphasize particular points about the functions of NDN participants at each stage. The demonstration programs described in the case studies are indexed alphabetically by title, by program content, and by geographical region. (Author/JG)

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TRANSFERRING SUCCESS

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INTRODUCTION

This book of case studies illustrates one basic principle: Educational change depends on people.

The case studies are drawn from the experience of people who have participated in the National Diffusion Network, a linkage system established for the particular purpose of enabling people to share their knowledge and help each other promote change in schools. The participants include teachers, parents, counselors and other school staff members, school board members, and staff members of local, state, and national agencies.

NDN, as the Network is known, has had a short and fruitful life. It was brought into existence in mid-1974 by the U.S. Office of Education, the administrator of most of the educational programs approved for funding by the U.S. Congress. The reason for NDN's existence can be traced back to 1965 when Congress passed the landmark Elementary and Secondary Education Act (ESEA). By providing federal funds to the states for the purpose of meeting specific educational needs of children, particularly low-income children, Congress opened the door to improving the education of every child in the land, rich or poor. In the following decade, some of the programs that local school districts developed with ESEA grants proved to be particularly effective at the site where they were first tried. However, hearsay was the only way most persons learned about the programs, and few outsiders were able to visit them. Now NDN is providing the opportunity for every school to share in the successes of the categorical programs that were included under ESEA--Title I ("compensatory" education) and Title III ("innovation")--as well as those funded under other federal education programs such as Right to Read.

The effort began when the Education Division of the Department of Health, Education and Welfare named a Joint Dissemination Review Panel, a group of high-ranking education officials drawn from the Office of Education and the National Institute of Education. The panel's responsibility: to review and approve for dissemination (information-giving) purposes any federally funded education program or project that could offer persuasive, objective evidence it had produced significant change in the students it served. By the beginning of 1976, the panel had approved more than 130 programs.

Having launched this means of approving programs for dissemination, the Office of Education established NDN in order to make the approved programs easily accessible to the nation's public and nonpublic schools. The idea was not to force change in local schools, but to make change possible by providing a way for schools to match their needs with their choice of an approved and appropriate program.

USOE funded 77 agents or "State Facilitators" (located in 36 states) to give personal attention to the schools in their states. Each facilitator follows a pattern of dissemination (making schools aware of the approved programs) and diffusion (enabling schools to adopt particular programs). In the diffusion process, an interested school or district assesses its needs and consults with parents, teachers, administrators, school board members, and other community members so that the chosen program not only matches the need but also reflects the interests of all. The services provided by State Facilitators include helping schools and districts conduct needs assessments; assisting them in selecting appropriate programs; arranging visits to project sites by school and community representatives; and providing adoption grants.

USOE also funded 65 of the approved programs as "Developer/Demonstrator" projects during 1975-76. Developer-Demonstrators provide information, training, materials, and advice to school districts interested in their programs. Visits to Developer/Demonstrator sites give educators a chance to observe approved programs in a classroom setting and to ask questions of its developers and teachers who are implementing the program. When a school or district has decided to adopt, Developer/Demonstrators provide the following kinds of services: training of staff members at the program site and in the schools of

the adopting district; follow-up and trouble-shooting during the installation of the program; technical assistance as needed; monitoring of the adoption; and evaluation of the results.

Developer/Demonstrators are required to spend at least half of their dissemination grants in providing services to schools located in states other than their own. This requirement assumes interstate transfer of the programs. Thus NDN offers schools a cost-effective way to adopt a model program. Local commitment and support are required, but a school can adopt one of the approved programs at a fraction of the cost originally invested in research and development. Moreover, Developer/Demonstrators work with schools on a peer level--educator to educator, teacher to teacher--thereby avoiding the distrust that frequently occurs when programs are imposed from above and when no support or guidance is available.

Exemplary programs approved for dissemination, but not funded by USOE as Developer/Demonstrators, also are made available to interested school districts, as are six PIPs (Project Information Packages) featuring successful approaches to providing "compensatory" education.

The case studies that follow illustrate the change-agent roles played by State Facilitators, Developer/Demonstrators, and local school personnel as they have worked together to transfer successful educational programs. The diffusion of effective educational programs is still far from being perfected, but there is much to be learned from NDN.

The studies are divided into five sections that correspond to stages of the adoption process--awareness, match-making, joint decision-making, training, and institutionalization. The first page of each section indicates some of the lessons that have been suggested by the NDN experience. Each study describes all the stages of adoption, but the studies are presented in this way to draw the reader's attention to particular points about the functions of NDN participants at each stage.

SECTION I

Awareness: Learning About the Innovation

NDN LESSONS:

- Awareness efforts alone are usually not sufficient to lead to a decision to adopt. Follow-up and personal contact between developer and adopter are generally also needed.
- The local school should be provided the best information possible and an opportunity for demonstration or visits so that a decision on adoption can be made by the school, not for the school.
- Awareness can be initiated by a variety of change agents and in a variety of ways. A linkage system enables participants to share not only programs but also techniques for creating awareness of programs.

ADOPTION GENERATES LOCAL SUPPORT

Introduction

"Nothing pleases me more than when we can help implement a program that causes the school personnel and the local people to say, 'Hey, this is great.'" These are the words of the Vermont State Facilitator, Joseph O'Brien. He is referring to the adoption of a Florida early childhood project by the Barre Town (Vermont) Elementary School. The following case study demonstrates how awareness and support for the adoption were generated.

Need

Joseph O'Brien has been making a point of visiting all 55 school superintendents in his state to find out their specific needs. One need that soon became apparent in Mr. O'Brien's visits was that of providing maximum help to entering first grade students. For example, in Barre Town, a granite and wool-mill town of 7000 persons, there is no public kindergarten. Eighty percent of the town's 5-year-olds attend private kindergarten and the remaining 20 percent enter school for the first time upon reaching the age of 6.

A major problem was the lack of coordination between the private kindergartens and Barre Town Elementary School, the town's only elementary school. It houses 1284 students in grades 1 to 8, including 7 first-grade classrooms, and is the state's largest elementary school. "The need for an exemplary early childhood program was definitely present in our district when we learned it was possible to arrange an adoption through the State Facilitator," says Barre Town principal John H. Quintaglie. Actually, the principal and the district superintendent decided to adopt the Early Childhood Preventive Curriculum (ECPC) project after hearing its manager, Nathan Farber, explain how it worked at an awareness session arranged by the State Facilitator. Mr. O'Brien is a strong believer in having administrators, as well as teachers and curriculum specialists, as knowledgeable as possible about exemplary programs and how they work.

Following the awareness session, district administrators held many meetings and interviews with teachers, aides, school board members and other community members. "We found that we greatly needed a highly intensified program that would center on the needs of certain students," the principal notes. "It seemed to us that the Florida project presented the answer."

Solution

ECPC provides an individualized diagnostic-prescriptive curriculum for high-risk first graders. These are children who have normal capacity to learn but who begin the first grade lacking prereading perceptual skills and who exhibit poor concept or oral language development. Under ECPC, teachers use prereading assessments to prescribe for prereading perceptual needs. The program also provides during the school day for reinforcement, self-correction, self-direction for learning, prereading and listening skills, and small-group reading instruction.

Events

The State Facilitator played a major role in the adoption of ECPC. He arranged for the principal, the school's curriculum director, a teacher, and an aide to travel to Florida to participate in a five-day training session. He says "it's good to have administrators trained in how a program works and in what the teacher should be doing in the classroom to make it work successfully." Upon returning to Vermont, the educators had three weeks to organize and order the materials necessary for implementation of the

project.

The facilitator's costs to help Barre Town implement ECPC were approximately \$5000, which included the awareness sessions, training and materials and other supplies. The districts showed its support by providing matching funds of \$1000.

Effects

The program is now under way in Barre Town; students have been tested and placed in the program under the guidance of the ECPC teacher and aide.

Following is Principal Quintaglie's personal view of what the adoption has meant to the school and the community:

"The ECPC teacher and aide have spent considerable time in preparing individual and group plans for each student. The results have been fantastic. Students, parents, the school board and the community are happy. The project offers education geared to the needs of individual students."

The school has held many parent conferences and open houses since the implementation of the project. "Parental participation has been quite favorable," Mr. Quintaglie says. "Parents are usually leery of placing their children in new programs, but our approach was to inform parents right from the beginning of what was expected of their children."

"I also believe," the principal adds, "that the key to learning is the teacher and the aide. Fortunately, I possess two individuals who will give the time and effort necessary to make the program successful. The teacher and aide find the program most enjoyable and worthwhile."

As to the future, the Barre Town administrator says: "By June of 1976, the students in the EPCP classroom should be able to function in a regular second grade." Furthermore, he hopes to implement ECPC's approach to learning in the school's six other first-grade classrooms. "The pupil need is great and the excitement generated is realistic. The school board has supported me 100 percent on adopting this project and as one school board member said, 'Kids are excited to learn in this classroom.'"

"We hope," Mr. Quintaglie says, "that the Barre Town Elementary School can become a model school for the Early Childhood Preventive Curriculum in the State of Vermont in the very near future." The State Facilitator also gives a positive, hopeful outlook for the project. He notes that a second adoption is under way in the Richford Elementary School and a third is in the offing. It seems apparent that Vermont educators are becoming more interested in early childhood education models, particularly ECPC.

EARLY CHILDHOOD • Home Base • Washington → Alaska

NDN TOUCHES ALASKA

Introduction

On an island off the southern coast of Alaska, a fishing community of 350 is using an early-childhood home-teaching program developed in Yakima, Washington. A particularly pleasing aspect of the adoption is the fact that it supports the native people in reinvigorating an old tradition--the tradition of the mother and extended family as the primary educators of children. Alaska has no State Facilitator. The adoption described here came about partly as a result of the National Diffusion Network--in the form of a helpful Developer/Demonstrator--and partly as a result of funding obtained under the Indian Education Act.

Setting

Craig, Alaska, is a community of about 350 on the Prince of Wales Island off the southern coast of Alaska. Most inhabitants are Tlingit and Haida natives. The principal industry is fishing; transportation to the island is by boat or plane. The community's schools serve children from preschool to grade 12. The Tlingit-Haida Community Education Program, funded under the Indian Education Act, Part B, comprises a kindergarten and a preschool for 3- and 4-year-olds.

Need

The grant proposal for the Community Education Program also specified a home-visit program for younger children. Such a component accorded with the native tradition that mothers and other family members play an important role in educating children. Pat Gardner, who became director of the Community Education Program in August 1975, began looking for a home-visit component.

From the South Douglas County Early Childhood Education Project, Myrtle Creek, Oregon, he learned about Project Home Base, a parent-education program developed in Yakima, Washington. In early October, the project received a telephone call from Mr. Gardner. He arrived for a day's visit the following week.

Solution

Project Home Base, founded on the belief that parents are children's first and best teachers, seeks to support and enhance parents' teaching and parenting behaviors. The central feature of the program is a weekly home visit by a paraprofessional. The mother and the visitor discuss the child's development and the visitor gives the mother a task selected to meet the child's developmental needs, suggests methods for teaching it, and provides information about such topics as child growth and health care. The project also includes group meetings in which mothers share concerns and information or hear presentations by outside experts.

Events

The staff selected for the Craig program consisted of two Home Base teachers, who were to visit families with infant to preschool children, and two preschool aides who were to visit families whose children attended the preschool. The two Home Base teachers and a kindergarten aide traveled to Yakima for three days of training in November; the kindergarten teacher and two preschool aides were trained in early December. Although the kindergarten teachers would not be working in the Home Base program, they were included in the training so that they would understand the program.

The training consisted of field observations of home visits and discussions of specified desirable teaching behaviors, developmental levels of children, writing and delivering tasks, role playing, confidentiality, and record keeping.

Effects

By January 1976, the program was well underway. The two home visitors were making weekly visits to 12 families with children aged 4 months to 3 years. The preschool aides were visiting the families of children who attended the preschool. The program also had a newsletter, monthly parent meetings that featured discussions and movies, a library of children's books, and resource books for mothers. An educational toy-lending library was being planned.

Carol Jackson, director of Project Home Base, stated that a project staff member would make a follow-up contact in the late spring to give any needed help or suggestion and to evaluate the adoption.

Pat Gardner reported that all but one or two families with young children were participating in the Home Base or preschool program or both, and that parents were "slowly but surely getting turned on." As a result of receiving research and data on the importance of parents, the community's parents were beginning to say, "What am I doing? I'm more important than the school system."

Mr. Gardner was planning to teach a course for parents of high school students. (The Indian Education Act, Part B, covers high school as well as preschool and kindergarten.) He hoped that the program would be funded again for the 1976-77 school year.

VOCATIONAL EDUCATION • Occupational Versatility • Washington —► Nebraska

PILOT SITE VISIT PAYS OFF

Introduction

One of the major strong points of the USOE-supported National Diffusion Network is that federal funds enable a site where a validated project originated to serve as a host to out-of-state visitors and to make out-of-state presentations in school districts likely to adopt/adapt a successful new program.

This case study shows clearly how diffusion events of this type led to implementation of a program from the Northwest in a local school district in mid-America.

Setting

Goodrich Junior High School is one of 10 junior high schools in the city of Lincoln, Nebraska. Lincoln is the capital of Nebraska, the home of the University of Nebraska, and a city of approximately 160,000. It is located in the heart of the midwest farmland.

Goodrich Junior High School encompasses grade levels 6, 7, 8 and 9. The students in the 6th- and 7th-grade industrial arts program is the world of construction and manufacturing. In the 8th and 9th grade the students may elect Individualized Industrial Arts (Occupational Versatility). This year 126 boys and 8 girls are in the I.I.A. program. This is an increase from last year and the enrollment, particularly girls, is expected to continue to rise.

The I.I.A. facility is large (7000 sq. ft.) and equipped to offer students exploratory experiences in woods, metals, plastics, graphics, electricity/electronics, crafts, technical drawing, and power mechanics. Self-instructional materials are available in all areas and the facility must be considered one of the best in the United States. It is all color coded and truly a comprehensive general shop.

Need

Not long ago Lincoln's consultant in industrial arts education realized that improvements were needed in local schools. The I.I.A. program at Goodrich Junior High School was to be an attempt to provide a learning environment that would maximize students' problem-solving abilities and manipulative skills and thereby aid in the development of the students' capacity to be self-sufficient, productive and adaptable. The program was chosen on the premise that educators at the junior high school level should aid students in finding a sense of personal identity and in selecting realistic goal aspirations.

Solution

Occupational Versatility has been described as a method whereby students explore industrial arts by selecting, directing, managing, and evaluating their own performance while the adult educator provides the scene in which learners function and provides counsel. Students have access to a variety of information resources, as well as to instructors and more experienced peers.

Events

Bob Law, the consultant for industrial education for the Lincoln schools, heard about Occupational Versatility at a national industrial arts conference. He visited the original pilot site in Seattle in January 1973. In March 1973, Mr. Law, an industrial arts

teacher, and the Goodrich principal visited Seattle again. In April 1974, after the district was committed to the program, the director of Occupational Versatility presented two workshops in Lincoln, one to the total faculty of Goodrich Junior High School and one to all the industrial arts teachers in the Lincoln school system. The spring and summer of 1974 were spent remodeling and preparing the facility. In the fall of 1974 the I.I.A. program opened its doors to the students.

In the fall of 1975, the Goodrich program was visited by the director of the Occupational Versatility project. The program was found to be very satisfactory. Results of the program analysis are available through the project office in Seattle.

Effects

The Lincoln Public Schools conducted an evaluation of the I.I.A. program during its first year of operation. The summary of their conclusions follows (report available from the Lincoln Public Schools):

From the data collected during the first year of the I.I.A. program, it is obvious that the program is functioning very well and is meeting the expectations of its philosophy. Students manage their activities and plan their time as evidenced by their attendance and time utilization forms which they do keep fairly accurately. They have demonstrated responsibility in handling credits and debits to the shop for materials used.

Probably the most significant finding of this evaluation is that students do, without any set criterion, explore different areas of the shop on their own and try new areas; they do not tend to spend the entire semester in one given area. This flexibility permits the student to become involved in many different projects that would not be available in a traditional shop class and eliminates machines sitting idle for a semester when a given traditional shop class is not being offered. Safety within the shop has not been a problem, and students do learn adequate equipment usage and safety rules from the wall charts and film loop library rather than an instructional lecture. They are productive and move from one project to another upon completion. They seek help when needed from the instructors or their peers and work cooperatively with each other. The attitudes of the students toward the class are significantly greater than the attitudes of students in a traditional class and remain stable throughout the entire school year.

Other industrial arts educators are impressed with the program and its flexibility, and the I.I.A. instructors are satisfied with their role in I.I.A. and success at implementation during the first year of this program.

This year the Lincoln schools opened their second I.I.A. program at Leffler Junior High School. They plan to convert at least one school a year as finances permit.

The I.I.A. program budget for Goodrich Junior High School was \$55,000. Of this sum \$26,000 was spent on remodeling. The remaining \$29,000 was primarily used for additional equipment for the plastic, electricity/electronics, and crafts areas.

READING • ECRI • Utah → New Hampshire

MEETING A STATEWIDE NEED

Introduction

The State Facilitator plays a key role in helping to find solutions to the problems of individual school districts. On a larger scale, the facilitator's role becomes one of paramount importance when a statewide need can be addressed and many school districts with a similar need can simultaneously receive the benefits of the facilitator's services.

The following case study demonstrates how the New Hampshire facilitator provided maximum service to the school districts in his state when district after district pinpointed the same major concern--that of reading and how best to teach it. With the facilitator's help, many districts were able to adopt an exemplary program that was originally developed in the Salt Lake City, Utah, schools almost 10 years ago.

Need

The New Hampshire Educational Facilitator Center became aware of the statewide interest in reading as the result of a November 1974 mailing to every superintendent, assistant superintendent, principal, school board chairman, and staff development committee chairman in the state, including those in the nonpublic schools. The mailing served two purposes: it made the state's educators aware of the various exemplary programs available through the National Diffusion Network and, at the same time, it gave educators a chance to indicate their priorities on a mail-back card. The returns indicated a high degree of interest in two areas: reading and individualized instruction. Fifty-two districts requested more information on NDN's exemplary reading programs. In addition, reading was identified as a target for statewide effort by the State Board of Education.

Choosing the appropriate program to meet the districts' requirements became the next problem to be solved. After examining the NDN exemplary reading programs, many district administrators chose ECRI (Exemplary Center for Reading Instruction) as the program they wanted to adopt in their schools. Glen Belden, the director of the New Hampshire Facilitator Center, arranged for a statewide awareness session focusing on the selected program.

Solution

Why was ECRI singled out by the districts? Mr. Belden gives the following reasons:

1. "Fantastic Evaluation Data." (ECRI's exemplary teaching techniques have been used with pupils in grades K-12, with adults, and in schools with multiethnic populations, in high and low socioeconomic communities, and in rural and urban schools. As one example of pupil gains, ECRI cites data from a rural community elementary school with a 60 percent Ute Indian population. At the end of the first year of use of ECRI's teaching techniques, the first-grade pupils scored at 2.3 in districtwide testing. This was one month higher than the district's four Caucasian schools. And, the pupils gained 1.4 years during the year, compared with a 0.4 grade gain for students in the district's other Indian school.)
2. The program does not require any specific curriculum materials. It deals with teacher behaviors applicable to the use of any series.
3. The program is appropriate at all grade levels.
4. The program deals with study skills--a need that is often not addressed.
5. The program is an integrated arts program emphasizing expressive language.

6. A school or district determines how much of the program it wants to implement. A single teacher as well as a total district can implement it.

Events

The ECRI statewide awareness session was held in March 1975. Thirty-one districts were represented, and 23 of the 31 subsequently attended ECRI workshops that were planned and coordinated by the facilitator. "Our involvement in ECRI," says Mr. Belden, "is based on a strong local expression of felt needs."

Particular attention was paid to devising strategies to insure that all interested districts were given a chance to participate and that costs were kept as low as possible. In the initial workshops, the Facilitator Center provided at little or no cost to the participating districts 2200 sheets of information that make up the 20 pods of ECRI training materials. ECRI granted permission to the center to duplicate the materials. This reduced the cost of the materials by 60 percent. The center invested other "seed money" in the cost of substitute teachers and offered the workshop free.

Effects

In addition to the statewide interest in ECRI activities sponsored by the State Facilitator, much local support has been generated. In one of the adopting districts, Portsmouth, 14 teachers from 3 different schools committed themselves to piloting the program in their classrooms after they attended ECRI workshops. According to the district's reading director, Carol Eddy: "Teachers, principals, and reading specialists worked during the summer preparing materials so that the program could be implemented by September. In November, the district made funds available for follow-up consultation by Ethna Reid, the developer of ECRI. She gave demonstrations in the classrooms of four teachers who agreed to be model teachers for the district. After-school workshops conducted by the developer interested many staff members in the program. To meet the need, additional workshops are anticipated."

What difference has ECRI made for Portsmouth's children? Ms. Eddy says: "Early observation of the program indicates that the children are learning rapidly and well. Nonresponding children have become participating members of their group and children who have normally progressed slowly have begun to increase their learning rates. Writing abilities have also improved noticeably. Teachers report that ECRI techniques give their children well defined reading and writing skills." The facilitator cites other examples of payoffs of the seed money invested in ECRI by the Facilitator Center, as follows:

- The Seacoast Educational Services Regional Center, which includes eight superintendencies, voted to support half of the cost of an ECRI workshop.
- In Gorham, a superintendent and a reading coordinator succeeded in obtaining state Title III funds to bring the ECRI program to their district. This generated another workshop without any expense to the State Facilitator.
- A reading coordinator from Hillsboro, New Hampshire, spent four weeks in Salt Lake City learning the ECRI program firsthand at LEA and personal expense. She is now teaching a college course based on the program at Nathaniel Hawthorne College. Rivier College in Nashua is looking for an instructor to teach a similar course.
- Three teachers from the Portsmouth Schools were selected by the developer to be trained as trainers of other teachers so they could return to New Hampshire to help meet the demand for the program within the region.

"We feel that our efforts have been extremely worthwhile," the facilitator says. "At least five sites have made adoptions, and the districts are paying for their own workshops. When districts go to the board in the middle of the year and ask for money to adopt a research-based program, that means they are really committed," he says.

SPECIAL EDUCATION • Engineered Classroom • Nebraska

RIGHT IN THEIR OWN BACK YARD

Introduction

Developer/Demonstrators often find adoptions by working with their state departments of education. The Nebraska State Department of Education performed a major part this year in the adoption of the Engineered Classroom, developed by the Papillion-LaVista Public Schools, by the public schools of Shelton, another Nebraska town. With this help, the small district of Shelton was able to include children with special needs in its program.

Setting

Shelton is a small farming community in central Nebraska. The town center serves the daily business needs of the surrounding population, who do their major trading 30 miles away in two much larger towns of 20,000 and 30,000 inhabitants, respectively. Four hundred twenty-five children are enrolled in kindergarten through grade 12 in Shelton. The school building houses the elementary grades in one wing and the secondary grades in the other.

Need

A major impetus to Shelton's adoption of the Engineered Classroom was the passage in 1973 of a law obliging Nebraska school districts to educate all children between the ages of 5 and 18. In Shelton--as elsewhere--this meant extending school programs to serve children with special needs. This law, as well as a desire among Shelton's educators to integrate handicapped children into the main current of school life as much as possible, pointed to change. Economy also had an influence on Shelton's actions.

Solution

The Engineered Classroom for Students Who Are Both Educably, Mentally Handicapped and Behaviorally Maladjusted was designed in Papillion-LaVista, Nebraska. It had many appeals for the small school district of Shelton, including efficiency, economy, and a demonstrated effectiveness in working with learning-disabled children.

The Engineered Classroom works with mildly handicapped students through a learning center in which each child's highly structured schedule is tailored daily to the child's present needs and abilities. A child spends as much time in the regular classroom and as much time in the learning center each day as the classroom teacher thinks appropriate. The program's learning center is staffed by a noncategorical special-education teacher, who is certified for working with children having a range of disabilities, rather than being restricted to working with specific problems only. (The program is described in more detail in the study of its adoption in Minot, North Dakota.)

Events

In November 1974 the Nebraska State Department of Education's Title III office (under the U.S. Elementary and Secondary Education Act) sponsored an awareness session at which the program was demonstrated. Shelton's superintendent and the principal of the elementary school attended. At the end of the meeting it was announced that grants were available from the Title III office for adoptions of projects approved for dissemination by the U.S. Office of Education.

Upon their return home, the two Shelton educators requested further information on the Engineered Classroom from the Developer/Demonstrator and from the State Department of Education. A team of Shelton teachers spent a day observing and discussing the project at the Developer/Demonstrator site in Papillion-LaVista, Nebraska, in January.

The Shelton Board of Education then submitted an application for an adoption grant to the Title III office and asked the administration and faculty to proceed with adoption plans. A \$6000 grant was received, and a training workshop was scheduled for Papillion-LaVista in April. One special-education teacher and one aide were hired and trained. Materials were ordered in the summer. The program began in kindergarten through grade 12 that fall, with two special-education teachers (one for elementary-school students and one for students in the secondary grades). Members of the Developer/Demonstrator staff visited Shelton twice during the fall and planned another visit for February.

Costs for the adoption included: the salary for an additional special-education teacher, \$8384; the salary for a teacher aide, \$4320; furniture and carpet for the learning center, \$1800; supplies, \$2800; and incidentals, \$696. The total cost of the installation in Shelton (not including utilities for the learning center) was \$18,000. The district paid for everything beyond the initial grant and the expenses of the Developer/Demonstrator's training at the project site.

Effects

Shelton superintendent James Berryman reports that he is "very satisfied" with the program. The two special-education teachers have received inquiries about it from a number of schools in southwest Nebraska, and several schools in the surroundings of Shelton have asked to be allowed to observe.

One of the strong points of the Engineered Classroom, Developer/Demonstrator director Robert Ostdie, believes, is the thorough involvement of the classroom teachers. "They really have a voice in this program," the developer says.

EARLY CHILDHOOD • Early Prevention of School Failure • Illinois → Arkansas

STATE PROMOTES MODEL ADOPTION

Introduction

When the Searcy, Arkansas, School District added kindergartens and learning-disabilities teachers to its elementary schools in 1974, it seemed natural for the district to inquire into programs aimed at the early identification of learning problems. That October, representatives of the Searcy schools attended a state-sponsored educational fair that featured a presentation of the Early Prevention of School Failure program. The presentation drew so many requests for further information from Arkansas school districts (Searcy among them) that the state Elementary and Secondary Education Act Title III office decided they would facilitate adoption of the program by at least one district. Searcy was chosen as one of those districts.

Setting

The Searcy School District encompasses 289 noncontiguous square miles in White County, Arkansas. Most of its more than 3000 students live in the city of Searcy; the rest live in the surrounding countryside. The district, which employs 132 teachers, includes 3 elementary schools, one of them 8 miles out of town. The main sources of family income in the area are farming and factory work. Unemployment is widespread.

Need

Kindergartens were introduced into the Searcy public school system in 1974. At the same time, the Searcy School District also hired its first learning-disabilities teachers for the elementary schools. The district administration had set a high priority on improving students' achievement in reading and math. Both faculty and administration were convinced that basic learning problems had to be diagnosed and remedied before a child reached the third grade or there was little hope of overcoming them. A search for programs to answer the district's academic needs with its limited budget began.

In the meantime, the district sponsored workshops to train teachers for working with learning disabilities and sent teachers to graduate school for certification in that field.

Solution

Searcy's schools went into their installation of the Early Prevention of School Failure program in the fall of 1975 wholeheartedly, with the hope of creating a totally individualized program for the 218 children enrolled in the district's 3 kindergartens.

The adopted program included a screening of prospective kindergartners in the early summer. With the results of that screening in hand, teachers then participated in two weeks of planning for the fall program. They also conferred with parents and offered them suggestions for working with their children during the summer. Social workers made visits to families, and medical information was sent to homes, as appropriate.

In Searcy the Early Prevention of School Failure program involves team-teaching, with special assistance from a psychologist, a speech therapist, an audiologist, and two certified learning-disabilities specialists. Students participate in both group and individual activities and are continuously evaluated by the classroom teachers and the ancillary personnel. Some of the kindergarten parents are present to help out in the classroom at least three days a week. Enrichment activities at different levels for children of differing abilities are emphasized.

Events

In February 1974 a consultant from the state Title III office discussed the possibility of an adoption of the Early Prevention of School Failure with Searcy's superintendent and the district coordinator of federal programs. The consultant later talked with the principals of the three elementary schools. As a result, a training program for teachers was scheduled for early March, and the Developer/Demonstrator in Peotone, Illinois, was asked to conduct it.

Later in February, the Title III consultant also interviewed all district kindergarten teachers and the social worker; arranged for psychological services to support the adoption; secured the services of an audiologist and a speech therapist; and held discussions with the district health specialists.

The state education consultant returned to Searcy after the March Developer/Demonstrator's workshop to work with the district administration. Together they defined roles and responsibilities for the new program, developed a design for evaluating the children, worked out a plan for inservice teacher-training, planned how to organize a parents' group (including a parent coordinator) at each participating school, ordered materials, and so forth.

Notices announcing the screening program were mailed to the families of prospective kindergartners in April. A screening clinic, in which 185 children were screened and 100 percent of their families attended an orientation session, was held May 26 through 30. (Ten percent of the children screened were found to have learning disabilities of one sort or other.) In the first two weeks in June teachers prepared the individualized and the group programming for the fall and conferred with parents.

The prescreening cost the district \$4330.97, or \$23.41 per child screened. Instructional materials bought by the district cost \$10 per child enrolled.

Effects

It is too soon to have evaluation data on this adoption, but after five months this year's kindergartners appeared to teachers to be considerably advanced in many important skills. In that time many children who originally had been identified as having problems had progressed to a point where they no longer needed individual attention from the specialists.

Reactions from parents whose children are in the Early Prevention of School Failure program are positive:

- "We are grateful that our second child got to be in this program. He's doing real good--better than our other boy did."
- "Nobody ever asked me to come to school and help before. I feel like I'm closer to my child when I'm there to help."
- "My daughter's always been slow about some things, but since she's been at Deener School this year, she's doing lots better. We worked with her this summer after Mr. Mallet and the social worker talked to us. My husband and I like to think that helped."

EARLY CHILDHOOD • Strategies in Early Childhood Education • Wisconsin —> Pennsylvania

ADOPTION BY CONSORTIUM LOWERS COST

Introduction

Sometimes the initiation of an exemplary program by a single school district leads the way for neighboring districts to communicate with each other and to cooperate in solving their common problems. This point is illustrated by the following case study of the adoption of a Wisconsin project by a consortium of school districts in Pennsylvania, under the guidance of R.I.S.E., the State Facilitator Project.

Solution

Ross Scarantino, the elementary supervisor of the Pittston Area School District, learned about the exemplary Wisconsin project, Strategies in Early Childhood Education, at a demonstration arranged by R.I.S.E.

"Strategies" seemed to offer a feasible way to screen children in kindergarten and to provide a continuous growth program from preschool through the first grade. The program was needed because no local school district had developed a method of testing children in kindergarten in order to meet their individual needs. In Strategies, kindergartners are screened, and teachers follow individualized/prescriptions and learning center activities based on screening results. The idea is to build auditory, visual, motor, and verbal language skills that facilitate each child's ability in the areas of reading, math, and language.

As a criterion for out-of-state adoption, Strategies requires the commitment of a minimum 10 classrooms or a consortium. The latter arrangement was brought about in Pennsylvania when Mr. Scarantino attended a second awareness session on the project, this time at the state's first educational fair. Attending the fair with Mr. Scarantino were the Pennsylvania State Facilitator and a representative of the Luzerne County Intermediate Unit, which serves the Pittston District along with 11 others.

Events

The awareness session at the educational fair not only stimulated interest in the Wisconsin project but also served as the catalyst for a consortium effort by the local school districts. Consequently, all 12 districts in the Intermediate Unit sent representatives to a two-day Strategies training session arranged by R.I.S.E. in May 1975. Attending the session were 40 kindergarten teachers, principals, guidance counselors, and college professors. Ten of the districts decided to continue as members of the consortium and each arranged to send a representative (one of the kindergarten teachers who had participated in the training session) to the Wisconsin Developer/Demonstrator school for an on-site visit.

The trip enabled the kindergarten teachers to gain more insight into how Strategies worked from teachers experienced in the program and to see both the screening component and follow-up prescriptive activities in the classroom. At the end of the site visit, nine of the districts in the consortium, including Pittston, signed adoption agreements with the State Facilitator, thus guaranteeing the implementation of Strategies in 9 of 12 districts originally expressing an interest in the project.

While the original cost to develop Strategies in the Wisconsin district was approximately \$185,500, the cost to adopt it in consortium districts was approximately \$150 each. This amount covered each district's share of the awareness session at the educational fair plus the cost for substitutes for the teachers who journeyed to Wisconsin for the on-site visit. By jointly paying for the awareness and training sessions, the districts paid less than would be required of an average individual school district making an adoption.

The State Facilitator's expenses in helping to arrange the adoptions included \$500 of the cost for the awareness session at the educational fair and the cost of two consultants from the trained teachers in the adopting schools.

Effects

The first screening of students in the Pittston District using the methods developed by Strategies commenced in late 1975. A videotape of the screening will be made available to the other schools in the consortium. An earlier tape was prepared by one of the districts to aid the other participants in Strategies.

Additional spin-off activities are resulting from bringing the districts together. One example is the organization of a countywide Kindergarten Council. The purpose of the council is to enable kindergarten personnel and elementary school administrators to meet each other and share ideas, information, and insights. The second spin-off, now in the planning stages by the Pittston schools and the Intermediate Unit, is an educational television program for parents on preparing children for kindergarten.

Another result of bringing Strategies to Luzerne County has been the initiation of a college credit course on the learner-center concept as it was developed by the Wisconsin project. The course is available at Misericordia College as inservice education for local teachers.

A spokesman for the State Facilitator Project says the Wisconsin program has caused a lot of action in the field of early childhood education in Pennsylvania. Currently, it's believed to be the most widely adopted program in the state.

EARLY CHILDHOOD • Early Childhood Preventive Curriculum Demonstration Center • Florida —> Ohio

ELYRIA, OHIO: TWO TRANSPLANTS OF ECPC

Introduction

In Ohio, a one-day conference to make educators aware of some of the nation's exemplary projects resulted in a commitment by 16 of the districts represented to adopt Florida's well known and successful Early Childhood Preventive Curriculum (ECPC). The Elyria City School District, for example, expressed an interest in adopting ECPC because it was looking for a way to assist students who were in grade 1 but who were not ready for first-grade materials. A prereading program was needed.

Following the procedure recommended by the Ohio State Facilitator Project, Elyria public school administrators asked local nonpublic school administrators if they, too, would like to adopt the project. The answer was yes, and both adoptions got underway at the same time. The case study illustrates the similarity of need among children in the area, regardless of the particular school they were attending.

Setting

The Elyria City Schools District serves a small city outside Columbus, in northern Ohio. Gates Elementary School was targeted for inclusion in the ECPC project because the scores of the school's first-graders were significantly below the district mean. The students at Gates come from a low socioeconomic area. Similarly, St. Mary's Parochial School wanted to participate in the project because it had not been able to find a way to assure success in reading for some of its students.

Need

Representatives of the Elyria schools who attended the December 1974 awareness conferences told Nathan Farber, project manager of ECPC, that first-graders at Gates Elementary School were scoring significantly below the district mean on reading assessments. The district mean on the California Achievement Test was 1.8; the mean at Gates was 1.6. Moreover, at the end of grade 1, more than 60 percent of the first-graders were reading below grade level. Through individual diagnoses, a reading specialist found that this was because of a lack of prereading experiences. Inadequate resources prevented the school district from developing a structured prereading program.

St. Mary's Parochial School also lacked the resources to structure such a program. The school was caught in the bind of knowing that it needed both a prereading program, and one that emphasized perceptual skills while at the same time, of having to spend much time, money, and energy on remedial reading programs in the primary grades.

Solution

ECPC focuses on diagnosis and prescription of children's reading problems and early intervention--as early as the beginning of grade 1. High-risk children are identified and teachers ascertain the prereading perceptual deficits that tend to cause children to fail in beginning reading. Under ECPC, classrooms become primary learning laboratories. The environment of the classroom (or laboratory), the way the teacher manages it, and the materials being used all facilitate small-group instruction and independent learning activities. Reinforcement, self-correction, self-direction for learning, and prereading and listening skills are interwoven into a full-day program for first-graders. Teachers receive specific instruction in diagnostic and prescriptive teaching skills and in how to individualize instruction.

Events

Following the awareness conference, three representatives from each of the 16 adopting districts received support from the Ohio Facilitator Project to visit the Miami base of the ECPC project. In April 1975, two ECPC trainers held a one-week training workshop in Columbus at which the State Facilitator brought together the administrators, teacher aides, and support personnel from the adopting districts. Each school or district making an adoption received a maximum \$2000 in financial support from the State Facilitator to be used for the purchase of materials, supplies, and equipment.

Effects

The adopting schools and districts started to use ECPC in the fall of 1975. In October 1975, the Miami staff, under direction of Nathan Farber, made on-site visits to each of the adopting units. Staff members offered what Mr. Farber calls "mid-course correction assistance" to each teacher, aide, and administrator involved in the project adoptions.

The project manager says the two schools in Elyria, Gates Elementary and St. Mary's Parochial schools "are carrying out the ECPC model in an orderly, organized, and professional manner. The project appears to have been well transplanted and nurtured, and students are progressing and benefiting from its implementation."

Marna Livermore, the superintendent of elementary education for the Elyria district, concurs that both teachers and the principal of Gates Elementary School are positive in their appraisal of the program because it has so many positive aspects. As examples, she says the testing of children is very beneficial; the program objectives and activities are well thought out and correlate strongly with one another; and the multiple materials used in the program interest the children and make learning more exciting to them.

The superintendent is trying to arrange a meeting for teachers involved in the program locally so they can share their solutions to one of the difficulties she sees in trying to smoothly implement the program-i.e., trying to fulfill the program's objectives of providing an individualized approach during the independent work period. Generally, however, she strongly supports the program and says the district definitely will continue it.

EARLY CHILDHOOD • Project SEE • New Jersey → North Dakota

FACILITATORS HELP FACILITATORS

Introduction

By keeping in touch with each other's efforts, State Facilitators can learn about good programs to introduce in their own areas. This was the case when North Dakota State Facilitator Grant Johnson attended a conference organized by Iowa/Nebraska State Facilitator Glenn Clarkson early in 1975. The visit ultimately resulted in adoption of an early-childhood project in 65 school districts in North Dakota.

Setting

Minot, North Dakota, a city of 35,000 is the major trade center for the north central region of the state. It is a business community and the home of Minot State College. The population of the Minot Public Schools district, which includes the surrounding area and a nearby Air Force base, is 8700.

Need

As Grant Johnson (principal of Dakota Elementary School in Minot as well as being the State Facilitator) put it, Minot's adoption of Project See did not result from any obvious need. When Minot decided on the adoption, the district had not been searching for a program to train perceptions. Rather, when Mr. Johnson saw the project demonstrated at a conference, he immediately recognized it as an ingenious scheme for promoting children's abilities to learn, that would be easy and inexpensive to install. "It's hard to say your school needs something like this until you are exposed to it," he explained.

Solution

Project See has been described by Arlene Schor of the Developer/Demonstrator staff as a program in which children "learn how to learn." The program, developed in Union, New Jersey, is intended for kindergarten or first-grade classes, but it has been used in upper elementary grades as well. "The Project See technique is easy to learn in a couple of hours," says the facilitator. "Kits cost only \$20 each (one kit per classroom), you don't have to buy new books or hire new teachers, and it only takes 10 or 15 minutes a day."

A Project See classroom session lasts 15 minutes at most, and the sessions occur at least three days a week. In two or three sessions a week the children participate in a three-part process. First they are shown one of the forty Project See cards in a frame. (Each card in the project kit has a shape or design on it. The cards are shown one each day, in sequence, starting with the simplest and working up to the most complex.) With skillful questioning the teacher guides the children in describing the image on the card, its relationship to the frame, and its spatial orientation. Next, the teacher asks the children to look around the room for something else that looks like the image on the card. The children show their look-alikes to the class. Third, the children look at the card once more and then each of them copies it on a paper. Thus, each day the children practice seeing, analyzing, describing, listening, relating to another context, and eye-hand and mental-motor coordination. In the final session of the week they play the game "Out of Sight."

Teacher training is as uninvolved as the program itself, according to Ms. Schor. Training sessions conducted by Developer/Demonstrator staff usually take one and a half or two hours. However, teachers can train themselves, if they must, with filmstrips, videotapes, and the teacher's guide.

The kit, which includes the forty cards, a teacher's guide, a pretest and a post-test, mimeograph stencils, and "Out of Sight," costs \$20. One kit is enough for a class, and because class sessions are so brief, kits can be shared. A second \$20 kit is available for a second-year program--which is strongly recommended by the Developer/Demonstrator.

Project See is designed to begin a few weeks after school starts in the fall, after the children have had a chance to adjust to the school experience. It lasts (with optional breaks every four or five weeks) through March.

Events

After his initial exposure to Project See at a conference sponsored by the Iowa/Nebraska State Facilitator early in 1975, Grant Johnson organized his own orientation and training session in February. It was conducted by a member of the Developer/Demonstrator staff and was attended by about 100 teachers from districts in the northwest corner of North Dakota.

In April first- and second-grade teachers in 30 districts, including Minot and the Minot State College Laboratory School, received their Project See kits. Many began using the material right away, even though it is designed to begin in the fall.

Reactions to that first awareness session were so positive that Johnson later organized similar meetings for teachers in the other three corners of the state. (In all, 200 teachers attended the 4 training meetings.) And in September, 35 more North Dakota school districts began using Project See.

Money for the Developer/Demonstrator's travel from New Jersey and expenses during the four North Dakota meetings came from the State Facilitator as did the cost of the kits.

Effects

It would be difficult to assess the effects of Project See on the first- and second-graders of Minot and other North Dakota school districts, until the evaluation forms that were to be mailed from New Jersey in March have been returned and tabulated. But Grant Johnson reports he has received favorable comments from teachers as he has traveled the state in his role as State Facilitator.

"Children who have worked with Project See," says Arlene Schor, "sharpen their natural sense of proportion and their visual discrimination. Therefore, when they begin reading and mathematics, they tend to recognize the different letters more easily than other children, and they are more aware of quantity and comparisons."

READING • Project Instruct • Nebraska —> Missouri

ONE AWARENESS SESSION BRINGS SEVERAL ADOPTIONS

Introduction

A demonstration sponsored by Missouri State Facilitator Jolene Schulz led the Gentry County R-II School District to a way of using their existing primary language-arts materials more effectively. The Project Instruct method for organizing and teaching diverse materials turned out to be just what they needed in the pursuit of district objectives.

Setting

Gentry County is a rural area in northwest Missouri. Its elementary school is situated in the small town of Stanberry. The school, which is organized around the traditional classroom, has 143 children enrolled in kindergarten through grade 3.

Need

When Tom Garrett, principal of the Stanberry school, attended an awareness session at which Project Instruct was demonstrated in October 1975, he was already in favor of the program. After having assessed student achievement at the Gentry County elementary school, Mr. Garrett and the professional staff had selected reading and spelling as areas to be emphasized in their curriculum. A thorough review of the instructional materials on hand convinced them that the materials were adequate. But teachers agreed that the variety of the materials made it hard to teach with them effectively. Reading, spelling, and handwriting were treated separately and from different approaches. Basic language skills were developed in different sequence in each of the commercially-prepared programs. Furthermore, there was no system in the school by which teachers could easily identify instructional activities that would focus on a specific skill, and no central storage area from which they could retrieve such materials quickly.

Solution

Project Instruct, which had been developed in the Lincoln, Nebraska, Public School System, offered several answers to Gentry County's problems. Instruct was a language-arts program that had a demonstrated ability to increase students' verbal skills. It had developed a system Gentry County could use to incorporate spelling and handwriting into its existing reading program. The program's direct teaching techniques provided specific strategies by which teachers could draw responses from the student. And it offered a selection of entertaining instructional activities to use in reinforcing and correlating the three basic language skills they were working with.

Another fundamental part of the Instruct program--one that was particularly important to Gentry County--was that it presented procedures for coding commercial materials so teachers could organize them around a specific core of skills. The Developer/Demonstrator staff provided the adopting school with the Instruct Resource Index, a catalog with Instruct coding for the materials they already had. In addition, the project training program instructed them on how to analyze and code other materials, such as those they might themselves produce.

Instruct's Materials Organization System Handbook was the key to another major component of the program. The procedures it suggested made it possible for the Gentry school to establish a center where language-arts support materials would be immediately available to all teachers. Procedures for storing the materials and for retrieving them rapidly were designed to add greatly to the teachers' efficiency.

Best of all, Project Instruct's evaluation report indicated that it had been successful in raising students' achievement scores in the Lincoln, Nebraska, public school system, where it was developed. In Lincoln, the program had been carried on in 23 public elementary schools and 1 nonpublic school within the city, and one elementary school in the rural town of Waverly.

Events

After seeing a demonstration of Project Instruct at an awareness session sponsored by the U.S. Office of Education State Facilitator on October 1975, Gentry County principal Tom Garrett discussed adoption procedures with the Developer/Demonstrator staff. Mr. Garrett visited the Developer/Demonstrator to observe the program in action in Lincoln and then arranged with the Missouri State Facilitator for travel money for himself and the Stanberry reading teacher (a specialist hired under U.S. Elementary and Secondary Education, Title I) to visit the project in November. After that visit, the Gentry County Board of Education approved adoption of the system, and the State Facilitator agreed to provide funds for the training. By early December an adoption agreement was signed between the Stanberry school and the Developer/Demonstrator. In January the program was installed in the six classes of children in kindergarten through grade 3.

Three-day training sessions (including two weekdays) were scheduled for the reading teacher and for all teachers of grades 1 through 4. Funds for releasing the teachers were shared by the school board and the State Facilitator, who also contributed the cost of the teachers' travel to Lincoln and the training sessions. The state furnished some of the money for program materials.

Effects

With implementation of Project Instruct just beginning its first phase in the spring of 1975, members of the Developer/Demonstrator staff were scheduled to visit Stanberry for a second three-day training session early in March. Follow-up training sessions were to be scheduled later as needed.

Teachers were excited about the experience. "By combining reading, writing, and spelling in one lesson," said Mary Lou Merdan, of Lincoln, "they can give more practices at the same time, and one skill will reinforce the others."

SPECIAL EDUCATION • Learning Disabilities • Louisiana —► South Carolina

ANDERSON COUNTY, SOUTH CAROLINA: SPECIAL HELP FOR STUDENTS, PARENTS, TEACHERS

Introduction

Anderson School District is the largest in Anderson County, South Carolina, and it has the highest percentage of teachers with advanced degrees in the state. Yet, until September 1975, the district had no means of identifying learning-disabled children before the children reached grade 3. Sometimes the children were not identified until grade 6.

Through the National Diffusion Network, the South Carolina State Facilitator learned about a U.S. Office of Education-approved program that could help the Anderson District identify children with learning disabilities as early as kindergarten.

Setting

The largest of five school districts in the county, Anderson School District Five enrolls 12,500 students, more than half of the county's total student population. The district's socioeconomic makeup ranges from the poverty level to upper middle class. The district includes 13 elementary schools, 3 junior high schools, 2 comprehensive high schools, a technical-vocational high school, a child development center, and an environmental education center. The current teacher/pupil ratio is 1 to 24 in the elementary schools and 1 to 21 at the secondary level. Professional staff members include curriculum specialists, speech therapists, psychologists, and social workers.

Need

District administrators discovered, after careful study, that more and more of the children in grades 5 to 6 who were being referred for psychological or educational evaluation had already experienced failure in school. In most cases, the children already disliked school. The district's testing program began in grade 2, which was believed to be too late to correct early learning deficiencies. The problem was clear: Earlier identification of children with learning disabilities was needed.

Solution

In September 1974, Jim Linder of the South Carolina Facilitator Office learned firsthand about New Orleans' Project Learning Disabilities: Early Identification and Intervention. The project includes activities in three major areas: student identification and instruction, teacher inservice training, and parent involvement. Specifically, the project's goals for each of the three groups (students, teachers, and parents) are as follows:

- The goals for children: To identify learning-disabled children at the kindergarten or first-grade level and to implement an individualized program that will result in the improvement of the children's basic skills, social skills, and self-concepts.
- The goals for teachers: To improve the competence of kindergarten and first-grade teachers in understanding specific learning disabilities and in using remediation techniques.
- The goals for parents: To help parents better understand and deal with their children's specific learning disabilities.

Following his on-site visit to learn about Project Learning Disabilities, Mr. Linder arranged for a statewide awareness workshop in March 1975. Personnel from the Anderson School District who attended the workshop were determined that the program met the specific needs of their district. At their request, Mr. Linder arranged for a team from the district to receive initial training at the New Orleans demonstration site, followed by in-depth training conducted by project personnel in the South Carolina schools.

Events

In the opening days of the fall 1975 semester, children in all 13 elementary schools in Anderson were screened according to the procedures recommended by Project Learning Disabilities. As a result of the screening, 52 students in kindergarten and grade 1 were identified as having probable learning disabilities. Two resource teachers were employed to work with the identified children, their teachers, and their parents. The resource teachers work on an itinerant basis, as consultants and helpers in the classrooms containing the targeted children. They train the classroom teachers in the application of instructional prescriptions that they develop for each child. The classroom teachers receive additional training in inservice workshops conducted by the itinerant teachers.

Similarly, the itinerant teachers train parents, while they are visiting their children's classroom, in how to help the children at home. Evening sessions for parents provide further training, and a Pupil Personnel Services team helps parents secure special assistance from community agencies when it is needed.

Effects

Project Learning Disabilities has resulted in more parents becoming interested in their children's education, according to Conyers Wakefield, the supervisor of learning disabilities for the school district. "We are currently working with 65 pupils, and 75 percent of their parents are involved in working in the parent component part of the project." Mr. Wakefield adds, "We have been overwhelmed by the number of parents with children in grades 3 and above who have recognized learning disabilities in their children and have come to us seeking help."

"The impact of the project on the staff also has been tremendous," he states. "The administrative staff has had to neglect other duties and use volunteers to complete the screening program, because the district was financially unable to hire additional help."

Summing up the project's total impact on Anderson, the learning-disabilities supervisor asserts, "Project Learning Disabilities has created more excitement in the schools and community than any other program in the last decade."

SECTION II

Match-Making: Exploring the "Fit"

NDN LESSONS:

- Successful adoptions cannot occur unless the local school first recognizes that something is lacking in its school and defines its need.
- Adoptions are more successful when the adopting site invests time and effort assessing the qualities and characteristics of the innovation and determining the degree to which they meet the site's needs, requirements, capabilities, and interests.

SPECIAL CURRICULUM • Talents Unlimited • Alabama → Missouri

AN IDEAL FIT

Introduction

Occasionally a federally funded program developed in one local school district seems ideally suited to the needs of a school system in another state. When such a match occurs, there need be only an intermediate spark to bring the two parties together. To play the matchmaker role is precisely the reason why the U.S. Office of Education has funded a network of State Facilitator projects.

The adoption of Talents Unlimited in Rolla, Missouri, is an almost classic instance of a nationally validated project's moving smoothly from one state to another, without impediment or high cost.

Setting

Rolla, Missouri, is a university town (University of Missouri, Rolla) with 14,000 inhabitants. It is located in the cave country of the Ozark Plateau, a logical site for not one but two Geological Survey centers. Rolla's five elementary schools, junior and senior high school, and vocational school reflect the scholarly atmosphere of a community primarily geared to research and education.

Harry S. Truman Elementary School, of District R-31, serves 381 students of whom 379 are white and 2 are Black. Fifteen percent of the students have IQs of 135 or higher.

Need

It was to provide school experiences for the intellectually gifted that would enable them to develop to their fullest potential as positively contributing citizens that James Scheibe, principal of the school, began his search for some methodology and materials. The outcome of his search was the Rolla LEA's adoption of the Talents Unlimited Developer/Demonstrator project program, which had been validated and approved for national diffusion.

Solution

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in all children--including talents in the areas of productive thinking, communication, forecasting, decision-making, and planning, as well as in academic areas. The program is a structured attempt to implement and evaluate, primarily at the elementary grade level, the multiple-talent theory defined by Calvin Taylor and based on sound educational and psychological research in learning. Replicable models for teacher training, instruction, and evaluation have been developed in this project.

Events

The adoption in Rolla is an excellent example of how the diffusion process can operate smoothly and effectively. It involved three major actors--the State Facilitator (in this instance, Jolene Schulz of Project FACE), the Developer/Demonstrator (Talents Unlimited, Mobile County Public School System, Mobile, Alabama), and the LEA (Rolla Public Schools, John E. Roam, superintendent).

Mrs. Schulz identified Rolla as fertile ground for the program in the fall of 1974. She shared the secondary-awareness-level dissemination package prepared by Talents

Unlimited with Mr. Scheibe. In January 1975 he requested in writing a package of his own and, as was suggested, made an on-site investigative visit to the Developer/Demonstrator site in Mobile, Alabama, in April.

The visit to the project site confirmed Mr. Scheibe's conviction that he had been led to a methodology and materials he could use not only with 15 percent of his students but with all of them. He returned home to firm up the adoption, working with the Rolla school officials and the State Facilitator project personnel on a professional adoption agreement. Another professional adoption agreement was processed between the Rolla LEA and Talents Unlimited. To fulfill one part of this agreement, Mr. Scheibe and two of his teachers, with financial assistance from Project FACE, participated in a five-day "training for trainers" workshop at the demonstration site in Mobile in August 1975.

Effects

The Talents Unlimited leadership team is happily amazed at the progress Mr. Scheibe and his teacher-trainers have made in implementing the Multiple Talent Approach to teaching as of December 1975. They have their whole educational community involved, including university students, and are moving on schedule through the sequentially ordered implementation activities with ease and great success.

In a telephone conversation in December, Mr. Scheibe reiterated the very positive acceptance of the program by his townspeople. He modestly negates his role and attributes the high degree of success to the educational climate in Rolla.

As to the cost of the adoption, since Mr. Scheibe assumed the role of coordinator, thus precluding the need for additional salaried personnel, the major expense has been transportation and living expenses during Mr. Scheibe's two trips and the two teachers' trip for training in Mobile (the training itself was free). These training and travel expenses of \$951.25 were underwritten by Project FACE. The only expenses incurred by the Harry S. Truman Elementary School are \$45 for the program models and the \$5- or \$6-per-copy cost of reproducing them for as many persons as deemed necessary.

MOVEMENT EDUCATION • Health and Optimum Physical Education • Georgia —► New Mexico

NEW MEXICO FACILITATOR FINDS HOPE

Introduction

Thousands of miles separate Ocilla, Georgia, from Los Alamos, New Mexico. But the distance was not too great to span when USOE's National Diffusion Network was functioning during the 1974-75 school year.

The New Mexico Services Consortium, which functions as the State Facilitator project for the schools of that state, dipped into its kit of available OE-supported national projects and found one that met the needs of a local district. Without federal impetus and support, this successful long-distance linkage arrangement might never have occurred.

Setting

There are three elementary schools in the Los Alamos district: Pinon, Mesa, and Mountain Schools. Mesa has been chosen by the facilitator and the Developer/Demonstrator to serve as the model school, not only for the Los Alamos District, but for the state of New Mexico as well. This study, therefore, will deal only with the adoption in the Mesa School.

The community in which Mesa is located is unique. The single industry is a large scientific research center, creating a populace with an unusually elevated educational background. Because of this, interest in education is high. According to Mesa principal, Joan Craig, "Parents want to know and are happy to know."

Mesa serves children in K-6. The school has the greatest ethnic mixture of any school in the district, being primarily Mexican-American, with some Blacks and a few Indians.

Need

Before the adoption of Project Health and Optimum Physical Education in New Mexico, Mesa children were receiving physical education on a one-day-a-week basis from a specialist who serviced all Los Alamos schools. It was felt that the project's design, which encouraged involvement of the classroom teacher, would provide a daily program of physical education for Mesa children. In addition, the needs assessment indicated that HOPE's Conceptual Approach to physical education, its total Movement Education curriculum, and its Discovery Learning teaching method were well suited to the needs of Mesa children.

Solution

Project Health and Optimum Physical Education is an individualized movement education program that measurably improves fitness and motor skill and contributes to improved self-concept. The program emphasis is on teaching movement, concepts of Space Awareness, Body Awareness, Quality of Body Movement and Relationships utilizing the Discovery Learning method. Experiences are planned to allow success for all children regardless of physical ability. The project slogan, "Every Child a Winner," finds expression in all program implementation because in this program, winning is when a child does his or her best. The project has developed a program with an emphasis on economy without sacrificing quality. Homemade equipment and extensive use of community resources are emphasized. The project originated and was developed in two elementary schools in Ocilla, Georgia--Irwin County Elementary and Irwin County Middle School.

Events

In February of 1975, Duane W. Smith, superintendent of the Los Alamos School District, contacted the New Mexico Services Consortium, requesting that the district become an official adopter of Project Health and Optimum Physical Education. The interest in the "Every Child a Winner" program was the result of an introduction to the project by the New Mexico facilitator, utilizing awareness materials and audio-visuals provided by the Developer/Demonstrator project from Georgia.

The adopter followed the project criteria for adoption--sending contracts, letters of commitment from specified personnel, appointing a planning committee, and purchasing required books prior to initial training. Following the initial training workshop, Mesa kindergarten teachers wrote accountable lesson plans designed to meet the movement needs of their particular students.

Following the project plan closely, Mesa implemented the program initially only at the kindergarten level, planning to move gradually into higher grade levels. Kindergarten teachers implemented lessons four times weekly, with a visiting district-wide specialist teaching on Day 5. Plans were made to have lessons ready for implementation for at least two higher grade levels by fall of Year II; however the success of the program at the kindergarten level served as an impetus to other teachers, and within a few months elements of the project were being interlaced throughout the entire physical education program.

Effects

As projected by the Developer/Demonstrator, the project cost for replication was very economical. By utilizing classroom teachers, Mesa needed to expand no funds initially, and only \$300 was budgeted for Year II, which is even less than the project exportability plan indicated.

Teachers, parents, and children are now beginning to gather materials to be used at "work parties" where playground equipment will be constructed and hand apparatus made. As suggested by the Developer/Demonstrator, the playground was not to be readied until the program had been initiated.

All steps of the adoption process were monitored by the facilitator and close contact maintained with the Developer/Demonstrator.

According to Ms. Craig, parents, teachers, and children are enthusiastic about the program. Test results indicating specific student changes were not available at the time of this writing as the adopter is still in Phase II of the adoption time-line. As all project procedures to meet objectives are being fully met, projections by those involved indicate results will be favorable.

The Developer/Demonstrator attributes the success of the adoption to the commitment of the Mesa teachers, the administration of the program adoption plan and program objectives, and the close interaction between the State Facilitator and the Developer/Demonstrator.

SPECIAL CURRICULUM • Project Adventure • Massachusetts

AN ANSWER TO DIVERSE NEEDS

Introduction

The Massachusetts State Facilitator and Project Adventure, a Developer/Demonstrator project located in Hamilton, Massachusetts, work cooperatively in meeting the needs of a wide variety of schools. For example, the following case studies describe adoptions of Projects Adventure in diverse settings: an emerging magnet school in the city of Boston and a rural school system in Dalton that is trying to update its curriculum.

Setting

1. Boston

Desegregation efforts in the city of Boston are an honest attempt to equalize educational opportunity and comply with the law. Recognizing that parents and students will benefit from increased choices and quality education, a number of alternatives have been proposed. The Lab School, housed in the Peter Faneuil School on Boston's Beacon Hill, is an effort to accomplish a voluntary solution to minority group isolation by creating a publicly supported magnet school with a curriculum which can attract a varied student body from suburban and city high schools. It is not part of a federally mandated Phase II desegregation program, but is a voluntary state effort.

In February 1976, approximately 200 students from 10 Boston metropolitan cities and towns will be admitted to the school on a voluntary basis. The aim of this policy is to attract a student body of juniors and seniors representing 10 towns with diverse racial, ethnic, and economic backgrounds. Minority enrollment will be about one-third of the total population.

The main objectives of the Lab School are to enable its students to make a smooth transition from youth to adulthood and to make intelligent use of Boston's learning reservoir. Its curriculum is to be rich in field experience and exposure to work opportunities. Instruction in basic skills will be integrated into all aspects of the curriculum and students will be able to choose a program in one of five major areas of concentration: communication, environmental studies, government studies, the arts, or community studies. The students will round out their school experience with a variety of electives taught by staff members and utilizing local artists, government officials, business people, and professors.

Given the needs of the Lab School for curriculum that would attract students, its goal of addressing minority group isolation, and need for a physical education course, Project Adventure seemed to offer attractions.

2. Waconah Regional High School

The setting for Waconah Regional High School is very different from that of Boston's Lab School. Situated in Dalton, the high school draws 1,000 students from the rural towns of Dalton, Hinsdale, Becket, Washington, Peru, Windsor, and Cummington. The towns are located in the foothills of the Berkshire Mountains and most of the residents are employed in the neighboring cities of Pittsfield and North Adams.

School administrators wanted to enrich Waconah's traditional sports program by offering a physical education curriculum that would make greater use of the outdoors and of the rich natural resources nearby. In addition, they wanted to relieve the overcrowding of the school's indoor facilities. Project Adventure seemed to hold the solution to both problems.

Solution

Project Adventure offers a unique physical education program based on Outward Bound and experiential learning. Its goals for students are affective, interpersonal, academic, and physical. They include the development of cooperation, self-confidence, and personal competence.

Under the physical education component of Project Adventure, students are encouraged to engage in physical problem-solving, risk taking, and physical exercises that develop balance, coordination, and agility. It is taught primarily in the out-of-doors and does not require a gymnasium. The project has enjoyed a reputation of being exciting, workable, and extremely popular with students.

Events

Adoption of the project occurred in different ways for the two schools. In the case of the Lab School, one of the planners learned about Project Adventure while she was researching alternative programs that were available in Massachusetts. She contacted the project director and he put her in touch with the State Facilitator. The adoption by Waconah Regional High School was facilitated by the school's assistant principal, who decided to implement the project upon hearing about it at a conference sponsored by the State Facilitator.

Effects

By November 1975, the Lab School was committed to implementing Project Adventure, and Waconah Regional High School had started a pilot program with students. One staff person from each school had been trained by the project.

Waconah plans to expand the physical education component in the spring of 1976, when additional adventure apparatus will be available and more staff members will be trained.

Project Adventure will also conduct a two-day workshop for additional teachers at the Lab School in preparation for the initiation of the program. The idea is to help the staff members develop the problem-solving skills, confidence, and cooperative behavior that will help them provide a smooth start for the new school.

"In both schools," says a spokesman for the State Facilitator, "we hope that once the physical education program is going smoothly, some of the techniques and approaches developed by the project may permeate the academic curriculum as well."

ALTERNATIVE SCHOOLS • Project FOCUS • Minnesota —> Texas

ADAPTION BENEFITS WEST TEXAS YOUTH CENTER

Introduction

A recently established Youth Center in West Texas provides special education for young people who are emotionally disturbed or on juvenile probation or detention. Students there are benefiting from the FOCUS program, a USOE-approved project originally developed for disaffected youth in regular high schools. Through one feature of the program, a student leadership board, Youth Center students are even participating in evaluating students' progress toward returning to mainstream education.

The center's use of the program provides an example of project adaption--the process by which a school chooses to implement only certain components of a program, instead of adopting the entire program. In this adaption, as in the adoption of FOCUS in New Jersey, described later, the National Diffusion Network made possible the successful transfer of useful techniques.

Setting

Odessa, Texas, location of the adaption, lies in a semi-arid region of West Texas. Oil dominates the economy. The school-age population of the school district, Ector County Independent School District, is about 24,000.

The Youth Center, established in mid-1974, is a joint project of the county and the public schools. It serves, in grades 7 to 12, some of the county's emotionally disturbed youngsters and youngsters who are on juvenile probation or detention. About 35 boys and girls attend the center at a time; approximately one-fourth live in the center, while others arrive by bus. The goal of the center is to help students solve their problems and return to the mainstream (e.g., regular school, vocational-technical school, apprenticeship). Students progress through four levels, Levels 4 to 1, toward returning to the mainstream. The length of time a student spends in the center is usually between 3 and 18 months.

Need

The Youth Center staff members wanted to strengthen their program by acquiring some new teaching and counseling methods. FOCUS was brought to their attention in November 1974 by the office of the State Facilitator. District administrators traveled to Roseville, Minnesota, the program's development site, to learn more about it.

Solution

The FOCUS program provides group counseling and a modified curriculum for disaffected high school youth. The Youth Center staff members decided that three components of FOCUS would fit well into their existing program:

1. Group process. The program's small "Family Group" classes can help build strong relationships between staff and students and create an atmosphere of trust and warmth for work on self-concept, social skills, and solution of behavior problems. As group closeness grows, the teacher/adviser can guide the emergence of a strong and positive peer culture.
2. Student leadership board. This feature of the model teaches students to handle roles of leadership in a positive way. Allowed to participate actively in decision-making with the staff, students grow in self-concept and learn social skills necessary for working in a group.

3. Individualized instruction. This approach builds self-concept and helps students make faster academic gains, by allowing students to start at their own ability level and move accordingly with more personal contact with the instructor.

Events

The Youth Center staff and a number of resource and support staff, including liaison staff from public schools, received training during a two-day workshop in August 1975. Implementation of the selected components began in September. In December, FOCUS staff members visited the center to assess the adaption and give any assistance requested.

Effects

Sue Schillinger, coordinator of the FOCUS Dissemination Project, reported that the FOCUS staff "found the program concepts to be much like the FOCUS concepts and were impressed with the healthy atmosphere and good rapport existing between staff and students....We feel the Youth Center has successfully implemented the FOCUS adaptations to strengthen their program in the areas outlined in the initial adaption plan."

In January, Hoyt Hutchinson, supervisor of special education in Ector County, described the Family Group approach as "really great" and said that the students were becoming more responsible. The student leadership board, which is advised by one staff member, was handling discipline problems and deciding at which level each student was classified. The board has given the students a sense of pride "because they are part of it," he said, "and the kids have really accepted it." The supervisor was planning to go to Dallas to conduct a presentation on the adaption for administrators from throughout the state.

ALTERNATIVE SCHOOLS • Alternate Learning Project • Rhode Island

ADOPTION WITHOUT AN SF OR AN LEA

Introduction

Sometimes an adoption occurs within the borders of the state in which a development project originated--not merely because of simple proximity but also because Developer/Demonstrator dissemination personnel have sensed a particular acute need themselves--without an existing in-state facilitator project. Moreover, local educational adoptions can be effected without the participation of the local school district, and even in the face of severe fiscal problems. All of these factors were present in the establishment of an Alternate Learning Project high school in Woonsocket, Rhode Island.

Setting

ALP (Alternate Learning Project) is a community-based experimental high school in Providence, Rhode Island that combines a strong basic skills program with site placement activities and continuous counseling. The students' only common denominator is dissatisfaction with traditional schooling in grades 9 through 12. The program emphasizes community involvement; the teachers are volunteers and professionals from the community.

Need

The impetus for ALP's involvement in Woonsocket, Rhode Island came as much from ALP as it did from individuals in the Woonsocket community. ALP project staff have been working since September 1974 to set up some kind of adoption in this depression-ridden city (the demise of textile industry since World War II, followed by the recent recession have severely hurt Woonsocket's economy; unemployment in the city runs 20 percent). ALP believed that the city's alarmingly high dropout rate (28 percent), school absenteeism, and illiteracy problems called for the creation of some alternative to the traditional school system. They also were convinced that it would be wrong to share their technical assistance with districts around the country and not provide assistance in a local community where it was perhaps most needed. However, ALP feels its effort has been less than successful.

Events

ALP's first contacts in Woonsocket were outside the local school administration. They involved, instead, the staffs of several social agencies whose services were directed toward troubled adolescents. An initial awareness presentation generated extremely high interest in starting an alternative program modeled after ALP; a day's visit to ALP furthered this interest. A second awareness presentation, for concerned citizens and parents of children who frequented those social agencies, was arranged. Again the response was strongly positive. Shortly after these awareness sessions, the LEA was approached, in the hope that it would share enthusiasm for this project. A number of conferences with individuals and small groups of administrators occurred, including a presentation on behalf of ALP by the Providence School Department's director of experimental programs. Materials on ALP were distributed to key people. A group of citizens formed a committee, Concerned Citizens for Woonsocket Education, and publicized its effort. The LEA showed some interest in an ALP, but appeared disinclined to put any money into the project at that time.

During the year, representatives of two of the social agencies continued their attempts to gain LEA support (in particular, money) for an alternative education program. Finally, in the spring one of the organizations, the Mi Casa Youth Center (a program primarily aimed at preventing drug use and delinquency) decided to go ahead on its own. The center staff's plan was to add an education component to the informal counseling and drop-in programs they already were operating. They decided to start with a pilot summer

program for a very small group of selected youngsters, who would then form a nucleus for an enlarged (in terms of numbers) and more expansive (in terms of ambition) program to begin in the fall. They developed a cooperative arrangement with the LEA and secured some LEA and drug/alcohol prevention monies with which to run the project. They hoped that a year of successful operation on their own would convince the LEA to pick up the program.

The program developed at Mi Casa was to operate out of the old house and small estate the center rents on the edge of downtown Woonsocket. The target population was students between 13 and 17 years old who had difficulties with the law, at school, or at home. The core elements of the Mi Casa education program were a personal growth workshop, individual counseling, a life skills workshop, basic skills instruction in English and math, work placements in the community, and a field trip and recreation program. Student participation in Mi Casa was to be voluntary.

Throughout this period ALP project staff were in regular contact with the staff of Mi Casa. Since ALP was just a half-hour drive away, it was possible to visit frequently. In contrast to other ALP adoptions, Developer/Demonstrator staff did not carry out any formal, concentrated training sessions with the Mi Casa staff. The bulk of the sessions entailed helping the adopters deal with the difficulties of mustering sufficient community and LEA support for the project and of finding funds. The other major areas of Developer/Demonstrator assistance were the teaching of basic English and math skills and the utilization of community resources and volunteers. The Mi Casa staff was already quite versed in one important aspect of ALP practice--personal counseling. ALP went through all of its written training materials with the adopter staff and made available samples of its curriculum and books from the resource library. ALP also allocated some money from the ALP dissemination grant to provide for consultants to the Mi Casa staff, since Rhode Island at that time lacked a facilitator project.

Effects

In the summer of 1975 Mi Casa ran the planned summer program with considerable success. Student attendance and commitment were extremely high, much stronger than one would expect from students who had regularly missed school and who had had trouble with law-enforcement agencies.

When the summer program ended in late August, ALP project staff met with the Mi Casa staff to discuss a written evaluation of the program put together by the director of Mi Casa and an outside evaluator. They also talked about final plans for the more expanded project that was to begin in mid-September. A few days later, Mi Casa was notified that because of severe cutbacks, it would not receive the Rhode Island Drug and Alcohol Prevention funding it had been counting on to run its school-year program. Since then, the director, with assistance from ALP, has been petitioning other funding sources. It is likely that Mi Casa will receive funds for another summer program, but, without LEA assistance, the outlook is not favorable for the full-scale school-year program originally planned in conjunction with ALP.

The cost of the proposed school-year program for Mi Casa was to be \$45,699; the number of students who were to have participated was between 50 and 75.

SPECIAL CURRICULUM • Project Adventure + ECOS • Massachusetts/New York → New Mexico

MERGING TWO PROJECTS IN ONE ADOPTION

Introduction

When a State Facilitator tries to match the local needs of a school district with one of the out-of-state USOE-funded Developer/Demonstrator projects, the delicate task of managing the selection, installation, and training process is always a challenge. How much more challenging to a State Facilitator, then, is the task of fitting together two Developer/Demonstrator projects from two distant states half a continent apart so that both can be simultaneously adapted to meet the requirements of several high-schoolers in the state served by that facilitator.

Such a challenge was met by the New Mexico Education Services Consortium in adapting and combining Project ECOS and Project Adventure into an exciting program for high-schoolers across the state.

Setting

Curandose en Salud ("cure yourself while in good health") represents a merger between Project ECOS and Project Adventure, each a nationally validated project supported with U.S. Office of Education funds. Project Adventure aims at developing student confidence and competence through a combination of active and compelling experiences with traditional courses of study. Project ECOS uses environmental education as an interdisciplinary medium to provide educational relevance. Project ECOS emphasizes environmental stewardship, as it leads students to assume personal responsibility for the solution of environmental problems through community interaction. Teaching methods focus primarily on the process of decision-making and on problem-solving techniques.

An obvious asset of Curandose en Salud is the immediate and direct involvement of students in the implementation of the project. As well as offering teacher-training courses in which teachers from a wide range of disciplines made curriculum changes, the project developed a unique preservice training program for students, which included exposure to environmental issues and two weeks of rafting, rock climbing, and backpacking.

Need

Every state has experienced the setback to environmental protection efforts triggered by the energy crisis. New Mexico, with its abundant resources in coal, uranium, and solar and geothermal energy, is no exception. This situation has provided the challenge for Durandose en Salud participants. They will endeavor to enlist other students and teachers in an effort to diffuse elements of environmental stewardship throughout New Mexico. In order to create a broad, responsible decision-making base, they will supply manpower for monitoring and for research into local problems. They will attempt to provide reliable, valid information for upcoming electoral decisions on environmental quality.

Events

Contact was made with selected school districts in New Mexico by the State Facilitator. As a result, 11 high schools, 2 of them nonpublic, have agreed to participate in Curandose en Salud. Funding for the project has come through the efforts of Bernalillo (New Mexico) Public Schools; the National Diffusion Network of USOE; New Mexico Elementary and Secondary Education Act Title III; Project Adventure in Hamilton, Massachusetts; and Project ECOS in Yorktown Heights, New York.

Six students from each of the 11 high schools scattered through the state have been selected as participants for 1975-76. Although each of the schools has a teacher trained

in the philosophy of the project, students are responsible for carrying out many of the project activities. In an effort to develop an awareness of their community, students will interview the staffs of community agencies and environmental organizations about local issues. Once contact is established, students can offer much assistance as a fact-fathering force to support decision-making processes on a community and state level. Activities such as these can furnish unique elements of experiential education for traditional and worn-out academic subject matter.

Effects

After one semester of operation, the following student projects have begun:

A project slide show to be presented to school boards, schoolwide assemblies, mapping of a nearby plot of BLM land as a class project, a preforestry course being planned, a raft outing for an adventure club, a land-use analysis of local coal-fueled power plants using aerial photography techniques, an investigation into land reclamation along a nearby river, a backpack trip to Indian ruins to study the human influence on the surroundings, a study of life-zone requirements in nearby mountains, articles published in school and city newspapers, and group discussions and role-playing on local environmental problems.

Plans for statewide projects include the following:

A groundwork investigation begun in preparation for a statewide reclamation program for common disposable material, an inquiry by role-playing and research into the development of a nuclear-energy policy, the implementation of a statewide Food Day emphasizing the Terrible Ten foods and assistance to Fourth World nations.

The following adoption process checklist was used in launching the New Mexico effort:

A. For the Project Coordinator

1. dissemination of awareness materials for project
2. tentative commitments from Developer/Demonstrators
3. in-depth discussion on adoption process with LEAs:
 - needs assessment
 - funding needs
 - staff available and interested
 - time requirements
 - administrative support
 - curriculum of adopter
4. identification of adopter schools
5. agreement on adoption criteria reached and signed (LEA, Coordinator, Developer/Demonstrator)
6. adopter/schools preservice and inservice training scheduled
7. LEAs task calendar and program summary for project implementation submitted

B. For the LEA

1. review awareness information
2. assess need for project
3. assess requirements for time, scheduling, finances, staff
4. commitments for adoption agreed on and signed by superintendent, principal, curriculum coordinator, teachers, and students for:
 - administrative support
 - community involvement
 - interdisciplinary curriculum infusion
 - awareness presentation to other teachers not involved in project
 - development as training site
5. task calendar and program summary submitted by deadline.

READING • Glassboro Right to Read Project • New Jersey → Ohio

SUITING NINE DISTRICTS AT ONCE

Introduction

The challenge, for a county school system in Ohio, was to provide assistance in reading instruction to nine different school districts. The answer turned out to be a program developed in New Jersey. This case study describes how the U.S. Office of Education's Right to Read office, the National Diffusion Network, and several Ohio and New Jersey agencies contributed to the finding of that answer.

Setting

The county school system in Portage County, Ohio, contains nine school districts. They reflect the geographic variety of the county. Located in the northeast part of the state, between Akron and Youngstown, the county contains both rural and suburban areas. Its inhabitants, who are mostly middle- and lower-middle-income, work both in farming and in manufacturing (of rubber and automobiles). Two school districts are influenced by nearby universities--Kent State University and Hiram College. Another district, a large rural district that consolidates five former districts, contains a military center around which children must be bussed. Its elementary school, an open-concept school that serves 1800 children, is the largest in the state. Other districts have traditionally structured schools.

The county school system plays a consulting role, offering technical assistance to the nine districts. The total school population of the county is 18,000.

Need

Each district had its own reading program, but low reading achievement scores and lack of inservice teacher training seemed to be a countywide problem. A survey taken in the spring of 1975 found that:

1. Although the mean ability score for county students was at the 51st percentile, the reading achievement score at some grade levels was at the 16th percentile.
2. More than 90 percent of the teachers wanted inservice training in the teaching of reading; none of the districts provided it.
3. About four-fifths of the teachers, students, parents, and administrators believed that reading was "less than adequately" taught.

Furthermore, a comprehensive assessment of reading needs had never been undertaken in the county.

Solution

From the Ohio Facilitator Center, the county received information about Developer/Demonstrator projects for which facilitation grants were available. One of these, the Glassboro Right to Read Program, seemed to fit the county's needs.

Developed in two primary schools in Glassboro, New Jersey, the program has two elements:

1. A comprehensive assessment of student reading competencies, staff capabilities, and community and parent interest in reading programs.

2. A program of reading instruction, staff development, and parental and community support, drawn up on the basis of the assessment. When the program is implemented, teachers determine each child's reading level and provide appropriate individualized instruction, on a one-to-one or small-group basis. A district using the program may determine its own reading-skill array or use one or more that are available commercially.

Development of the program began in 1971 and was carried out through a U.S. Office of Education Right to Read grant from 1972-74. It is currently a joint project of two agencies of the New Jersey Department of Education: the Right to Read Program of the Division of Curriculum and Instruction, and the Office of Program Development of the Division of Research, Planning, and Evaluation. The latter administers dissemination funds under Title III of the Elementary and Secondary Education Act. Training for adopters of the program is provided in a sequence of seven workshops.

Events

Funds from the Ohio facilitator enabled five county administrators to visit Glassboro in May 1975. The visit confirmed their interest, and the county applied to the facilitator for an adoption grant. They received a grant of \$8400, which covered the New Jersey trainers' travel to Ohio and per diem, teacher stipends for workshop attendance, and training materials and diagnostic tests. The Portage County adoption project was termed Co-Pride: County Prescriptive Reading through Inservice Development and Evaluation. Co-Pride invited the nine districts to participate in the adoption; all accepted.

In October 1975, Glassboro staff members conducted Workshops I and II for about 50 teachers, administrators, and parents representatives. These workshops were an overview and a two-part session on needs-assessment procedures and program planning. Workshops III through VII, covering program implementation, were held in December 1975.

The developer ordinarily recommends a year for needs assessment and program planning, but the timing of the workshops was accelerated, according to Barbara Wickenden, Co-Pride director and a county curriculum coordinator, because the facilitation grant ended in December. "We felt that in case funding was not ongoing," she said, "we should take advantage of everything we could." Co-Pride applied for a second grant for follow-up training within the 1975-76 school year, and expected to hear about it by mid-March 1976.

Effects

The needs-assessment training resulted in 27 instruments: one for each district on student achievement, on teacher needs, and on community awareness and needs. Co-Pride director Barbara Wickenden said that the assessment provided much new data--for example, a detailed breakdown on achievement; attitude surveys; and more information about what kind of training teachers wanted. Most teachers were not yet implementing the program, however, and the county believed the applied-for follow-up training was necessary. The director said the county was pleased with the adoption thus far: "It's a delight to have nine different districts agree to cooperate on a curriculum venture."

EARLY CHILDHOOD • Saturday School • Missouri

DEVELOPER PROJECT ADOPTS ITSELF

Introduction

Personal contact with parents, according to a Missouri Developer/Demonstrator, was the most important factor for success in an unusual adoption situation. The situation came about because of a court order in a desegregation case, by which the Ferguson-Florissant School District--the development site--annexed two adjoining districts, Berkeley and Kinloch. Ferguson-Florissant thus found itself not only a Developer/Demonstrator but also an adopter of its own program. This case study describes how the developer, by making some adaptations, extended its early-childhood-education program to Kinloch.

Setting

The Ferguson-Florissant School District lies in a suburb of St. Louis, Missouri. Its total school population is 19,000. The area is largely middle-class; most workers work in automobile-assembly plants, aircraft plants, and white-collar jobs. Before the court-ordered annexation of two adjoining school districts, the population was 95 percent white.

In Kinloch, one of the annexed districts, average income is \$5000. The population is nearly entirely Black. The community had been cut off from the mainstream of communication and transportation. The Kinloch School District formerly served 1300 students, in two elementary schools, a junior high school, and a high school.

Need

Ferguson-Florissant had developed Saturday School, an early-education program for 4-year-olds and their parents, to meet three needs:

1. The need for early identification and follow-up of special problems or handicaps affecting learning.
2. The need to enhance (rather than pre-empt) parental involvement and follow-through.
3. The need to integrate handicapped children into their normal peer groups. The developer believes that both the handicapped child and the "normal" child can gain acceptance and understanding of others at an early age.

Solution

Children in the program participate in a three-hour Saturday School session and weekly home-teaching visits. All children are tested at the beginning of the year and specialists and teachers provide appropriate follow-up for children with problems or handicaps. Parent participation is stressed both at home and at school: parents conduct small-group instruction periods at school on Saturdays, provide informal learning experiences at home, and participate in home-teaching visits. Weekly guides provide parents with ideas for home learning activities.

Saturday School was developed from 1971-74 with funds from Title III of the Elementary and Secondary Education Act and contributing funds from the Bureau of the Handicapped. In 1975-76, it is funded by the school district, state aid for the handicapped, and a Developer/Demonstrator grant. It enrolls more than 700 children in Ferguson-Florissant--more than 75 percent of the district's 4-year-olds and some 3-year-olds.

Events

In expanding the program into Kinloch, the developers believed that publicity and, in particular, personal contact would be most important. A beginning had been made in the area of early-childhood-education, since two of Kinloch staff members had attended the program's training institute the previous year and conducted home-teaching visits with children of ages 3 and 4.

The developers believed that the usual publicity means of news announcements and newsletters would not be sufficient. They contacted the ministers in the community and asked them to announce the program, which would provide a group session for 3- and 4-year-olds on Saturday and a home-teaching visit during the week. They also sent two teacher aides into the community on three successive Saturdays to approach parents in a door-to-door canvass. In this way, the program staff began to get a list of eligible children.

The first Saturday session was held with only eight children in attendance. The staff knew there should have been more children, but believed they needed to prove themselves. Although the program usually emphasizes testing of all children before home teaching begins, the staff decided it was important to get into the homes and work with both mothers and children.

This approach produced immediate results. When the parents, brothers, and sisters became involved and began to see what young children could do, they began to accept the program staff and what the staff was trying to do. By early 1976, attendance on Saturday had increased to 48 children. Mothers were assisting as parent teachers on Saturdays and two parent meetings had been held, in which parents had discussed child-rearing practices.

Effects

According to program director Marion Wilson, "We believe that our program is making and will make an even greater impact on the community in the future. We had to adapt our means of contact with parents and we had to develop a curriculum for 3-year-olds which we did not have, but we were able to maintain our basic program components:

- A weekly group instructional period
- A home-teaching visit
- Diagnosis of learning problems
- Parent follow-up."

READING • Learning to Read by Reading • California

RIGHT TO READ: TRANSFERENCE IN THE SIERRA FOOTHILLS

Introduction

In neighboring counties in the Sierra foothills of California, a reading program has been transferred from a correctional institution to public-school remedial-reading classes. The program, Learning to Read by Reading, has been designated by USOE's Right to Read office as one of 12 exemplary reading programs in the nation. It has produced some good results in the adopting schools, but the developer believes that there have been some problems in the adoption and that the experience will help assure more success in the future.

Setting

Mariposa, California, situated about 40 miles from the entrance to Yosemite National Park, is a ranching community of about 3500 people. It is the county seat of Mariposa County and headquarters of the Mariposa Unified School District. Mariposa Elementary School and Mariposa County High School are located in the same block of town, but housed in separate buildings and administered separately. The elementary school, the largest of eight such schools in the district, serves 540 students in kindergarten to grade 8. The high school, which draws its students from the entire county, has an enrollment of 520.

Need

The district school board had required that all graduating seniors achieve at least a tenth-grade reading level. The schools needed an effective remedial-reading program for students who were "turned off," according to Dale Alger, principal of the elementary school. A previous remedial program had produced "mediocre" results.

Mr. Alger became aware of Learning to Read by Reading at a workshop held by the State Facilitator in San Francisco in March 1975. At that time he was teaching his school's seventh- and eighth-grade remedial-reading classes.

Solution

Learning to Read by Reading was developed in Jamestown, California--some 60 miles from Mariposa--for the adult inmates of the Sierra Conservation Center, a correctional institution. It is one of 12 exemplary programs that USOE's Right to Read office has identified as effective in improving reading; cost-effective; and exportable. The program has two main components:

1. Reading with Symbols. The developers have chosen 34 pictorial symbols to serve as cues to the sounds associated with letters or groups of letters. Many of the symbols depict work tools and materials likely to be used by men at the center. Written above a line of printed text, these symbols enable students to read within a few days and gain confidence. Students read aloud to a teacher or an aide; the program provides 700 pages of cued reading material within a primer and 12 books, ranging from second- to tenth-grade reading levels. As a student proceeds through the course, the cuing is gradually reduced.
2. Read-Alongs. These are high-interest materials that enable students to follow a printed text while listening to a tape-recording or record. They include optional television movies, filmstrips, radio plays with scripts, and paperback books that have been recorded.

Events

After the workshop, Mr. Alger telephoned the developers in Jamestown and requested a "Read-Along" radio play to try out with his remedial reading classes. In a subsequent letter, he stated that it "proved to be a most successful reading experience for low-achieving seventh- and eighth-grade students. The high degree of motivation created by the Inner Sanctum tape was a joy to observe." He requested a list of additional radio plays and one Read-Along book.

Since the developers were interested in adoption of all parts of their program, they called the principal the following day and arranged to conduct an awareness demonstration for the principal and three teachers. The three teachers were a seventh- and eighth-grade remedial reading teacher, an eighth-grade remedial English teacher, and a high-school remedial English and reading teacher.

The demonstration took place about a week before school began in September 1975. According to the program's assistant director, the principal had not been convinced of the value of the Reading with Symbols materials and was at first skeptical about its application to his school's remedial classes. After hearing the presentation and asking a number of questions, however, the staff decided to incorporate the total program in the remedial reading classes. Two teachers spent a day in Jamestown in October receiving training in the use of the Reading with Symbols materials and selecting Read-Along radio plays and books for their classes. They returned to their schools with boxes of materials to initiate adoption.

Effects

In November, the developers visited Mariposa Elementary School to assess the program. They found that Mr. McFarland, who taught about 35 seventh- and eighth-grade remedial-reading students, was very enthusiastic about his students' interest in the radio plays. He said his students, including three girls in one class, had no difficulty learning the 34 symbols and their accompanying sounds and that some of the students were beginning to read for the first time while using the Reading with Symbols books.

In early January, Orval Hillman, associate director of the reading program, learned that plans for teacher aides had not materialized. Mr. McFarland reported that he had difficulty using the Reading with Symbols materials because he did not have time to work with small groups of students. The radio plays were continuing to be well received by the students, but the Read-Along books were difficult to use because they lasted for up to 6 hours. The seventh- and eighth-grade remedial English teacher was just beginning to use the radio plays.

The high-school remedial teacher reported an overwhelmingly enthusiastic response to the radio plays and said that some students had started the tape-recorded books and asked if they could finish them at home. He said that one benefit of the program was that it enabled him to engage 10 to 15 students in a radio play and thus work intensively with the rest of the class.

Mr. Hillman stated that he believed that the Mariposa adoption had been hampered by two factors. The first was the lack of teacher aides in the seventh and eighth grades, which made it difficult to use the Reading with Symbols materials. The second was the short class periods (40 minutes in elementary school and 45 in high school), which restricted the use of some of the materials and methods. For the following year, however, the elementary school was considering providing a two-hour language-arts class for the seventh- and eighth-grade remedial classes with the same teacher and with teacher aides. The developer also stated, "We feel that the problems they have encountered in this adoption will help assure more success with other adoptions in the future. As we gain more experience in the dissemination process, we are learning some of its pitfalls and will try to guide others away from its flaws."

AFFECTIVE EDUCATION • Positive Attitude Toward Learning • Illinois —> California

REGIONAL FACILITATOR, REGIONAL ADOPTION

Introduction

Instead of one State Facilitator's office, North Carolina has six--one in each of five regions of the state and one in the state capital. These offices occupy space in regional education centers run by the state's Department of Public Instruction. A recent adoption in the southeast region, of a teacher-training program from Illinois, illustrates three features of North Carolina's use of regional facilitators:

- An "unusually close relationship with state agencies," according to Southeast Regional Facilitator Richard Barnes. In this case, the facilitator learned about a region-wide teacher-training need from the state's regional coordinator for exceptional children, whose office is in the same building.
- Close contact with personnel of the region's school districts, so that the facilitator is "probably familiar enough with their needs to help them pursue their needs."
- An emphasis on multidistrict adoptions. Because of a small budget, the facilitator explained, he usually doesn't award grants to individual districts. Instead, he concentrates on bringing in Developer/Demonstrators for awareness and training sessions for more than one district, and providing books and other resource materials that can be used in turn by several districts.

Setting

The southeast region of North Carolina is primarily an agricultural area characterized by small family farms. On the coast, other occupations are fishing and some port activities. With the northeast region, this region forms the state's coastal section, and of the three sections of the state (mountain, piedmont, and coastal), it has the lowest economic and educational levels.

The region contains 17 school districts, plus a federally-operated school system for children of federal employees at Camp Lejeune. The region's public schools enroll about 130,000 students; the school population of the districts ranges from 2200 to 20,000. The Southeast Regional Facilitator's office is located in Jacksonville, in the Southeast Regional Education Center of the North Carolina Department of Public Instruction.

Need

The regional coordinator for exceptional children, whose office is also in the Southeast Regional Education Center, told the facilitator about a region-wide needs assessment. The assessment showed a strong need for training that would help teachers of exceptional children develop a positive attitude toward teaching exceptional children, deal with discipline problems, and provide an atmosphere in the classroom that was conducive to learning.

A related need was a state mandate to have all teachers of exceptional children certified in that area by 1977. A number of these teachers are certified as regular teachers but not as teachers of exceptional children.

Solution

Project PATL (Positive Attitude Toward Learning) is a performance-based inservice training program designed to improve student attitudes toward school by changing teacher behavior. Improvement in student attitudes has been found to lead to improvement in the rate of cognitive growth. Teacher change is effected through the use of self-paced, individualized, learning packages called Kits. The Teacher Training Kits teach skills in four complementary areas: Active Involvement, Processes of Learning, Individualized Instruction, and Improved Self-Concept. Each Kit provides training in five to seven competencies. Completion of the Kits requires the periodic assistance of a Kit adviser.

The program was developed in Bethalto, Illinois, for teachers of all students in kindergarten to grade 12. After three years of operation in the Bethalto schools it was approved by USOE as a Developer/Demonstrator project.

Events

The facilitator became aware of the program through awareness materials that the developer sent out in the summer of 1975. He found that they generated some interest within the region, and he and the regional coordinator for exceptional children visited Bethalto in September.

In November, the facilitator conducted an awareness presentation on PATL for the region's local coordinators of special education. The local coordinators decided they wanted to pursue the program, and selected a total of 40 resource persons, and including counsellors, supervisors, and principals, to serve as Kit advisers in the region's school districts. In December, two PATL staff members conducted one-day introductory training sessions in Jacksonville for the Kit advisers. The advisers subsequently undertook reading assignments and other individual activities that were part of their training. Final two-day training sessions (to be given in two locations in the region) were scheduled for March. In February, the facilitator estimated that about 70 percent of the region's districts were actively involved in the program and that about 90 percent would be by the end of the year. He expected a "multiplier effect" as more teachers learned about the program.

The facilitator paid for the training session and for the training materials and one set of Kits for each district. The school districts arranged to pay other costs with local and state money and funds obtained through Titles II and VI of the Elementary and Secondary Education Act.

Effects

Effects were not measurable at the beginning of 1976, since the main implementation was to take place in the 1976-77 school year. About 300 teachers of more than 5000 exceptional children were eventually to receive training, and plans were being made for them to receive initial certification or renewal credit from the state. The facilitator also estimated that three districts would apply for 1976-77 adapter grants from the state Advisory Council on Title IV to implement the program for teachers of all children.

PLANNING & PROBLEM SOLVING • Simu-School • Texas —> Washington

ADOPTION OF A COMPUTER SIMULATION

Introduction

Once one school district has solved problems through development of satisfactory computer software, why shouldn't other districts with a compatible hardware system pick up those very same programs--individually or linked together as a total educational planning package? This reasoning seems especially pertinent when the original computer programs were created with federal funding support.

Here's an example of how both national and local taxpayers benefit by the transfer of prepackaged software from one educational setting to another, followed by successful low-cost installation and use.

Setting

The Dallas Component of Project Simu-School is in the business of disseminating proven computer-driven models of various aspects of school district operations. To date seven educational agencies, including LEAs, universities, and educational service organizations, have adopted the four simulation models the project has been sharing under its current USOE grant.

The Enrollment and Facilities Projection Program was developed to provide answers to these questions. This model projects enrollment at each school and for the district, determines the number of rooms required for each of four types of rooms, compares room requirements with existing space, and reports surpluses and deficiencies. The user is permitted to try various assumptions about enrollment trends and is allowed to increase or decrease space at a school. The program report projected results of each decision and prints comparative reports analyzing the differences among various decisions.

Need

Generally, public school administrators have a continuing need to explore various cost components of school operations:

1. What is the projected enrollment?
2. What is the projected teacher requirement and associated salary cost?
3. What is the projected facilities requirement?

The planning horizon may be one year, five years, ten years, or more.

Inputs consist of birth and enrollment history data, projected average teacher salaries, class loading by subject-code, and facilities inventory for each school in the district. Once a basic set of input data is prepared, the program can be used to examine the effect on the school district or variables affecting enrollment and facilities availability.

The Spokane (Washington) Public Schools discovered they had just such a need in the 1974-75 school year.

Solution

On January 17, 1975, Mr. Don Burr, President of Burr Associates, a leading firm specializing in architecture and planning, arranged a demonstration of Simu-School models

at Washington State University. William Riggs, deputy superintendent, Spokane Public Schools, saw the demonstration and expressed his desire to adopt the project. Efforts by Keith Wright, the Washington State Facilitator, helped greatly in the adoption process.

Events

1. Project Simu-School mailed the program deck to Spokane School District.
2. They made efforts to convert the program to make it compatible with their Univac Series 70 computer, since the program has been coded to run on Burroughs 6700 computer.
3. To make the models available sooner to Spokane, Simu-School staff set up their data files on its Burroughs computer and got the program working with their data.
4. Currently, they access the machine in Dallas and run the model independently via telephone from Spokane.

Effects

The enrollment projection section of the Dallas-based program is being used by Spokane. The facilities projection section can be used when Spokane's data become available.

The cost for replication is estimated to have been only \$1600. This figure represents an immense savings for Spokane taxpayers and saves another school district from "reinventing the wheel."

The adoption represents an almost classic example of how a Developer/Demonstrator project from one state and a State Facilitator project in a far-distant region can work together to meet immediate educational needs.

EARLY CHILDHOOD • Parent Readiness Education Project • Michigan —► Illinois

NEVER TOO YOUNG

Introduction

The Rockford, Illinois, schools received assistance from many U.S. Office of Education agencies in their installation of an effective school-readiness program for 4-year-olds in 1975-76.

They found the Parent Readiness Education Project (PREP) through the Illinois Facilitator Project MEDIA. They followed up that lead by attending a demonstration of the project at a conference sponsored by USOE's National Diffusion Network. Their teachers were trained by the USOE Developer/Demonstrator in Michigan. And USOE provided much of the funding for the project, as well.

Setting

Rockford, Illinois, an industrial community of about 150,000, has a school population of almost 39,000. The Rockford School District includes 57 elementary schools, in which more than 3000 students are enrolled.

Need

The same concern for identifying and overcoming learning problems at an early age that caused the Rockford schools to adapt a program for screening 5-year-olds as they entered kindergarten, also moved the Rockford district to adopt the Parent Readiness Education Project (PREP), to prepare 4-year-olds for school. Both programs, sponsored by the USOE's National Diffusion Network, were installed in Rockford in the fall of 1975.

Solution

PREP is a preschool program designed to teach parents how to prepare their children for school. The first step in the program is to test children at the age of 4, well before they enter kindergarten. Those who are identified as having learning disabilities or as being unready attend class once a week, at the same time their parents (one parent per child) are attending a separate class. Teachers prescribe activities for each child to do in class and during the rest of the week at home. The activities include exercise in building language skills, visual skills, auditory skills, small- and large-muscle coordination, self-concept, and observing the outside world. They are prescribed according to each child's needs.

In their daytime classes and in evening group meetings with a social worker, parents learn to help develop their children's readiness skills. PREP encourages the use of high-schoolers as aides, largely in order to give them experience in "parenting."

Events

In November 1974 Rockford's director of new funding learned of the Parent Readiness Education Project through Illinois State Facilitator Shirley Menendez. Ms. Menendez had published detailed information about 30 preschool programs that had been approved for dissemination by the U.S. Office of Education, which she sent to Rockford.

The following February, Mrs. Charlotte Hoffman, Rockford's director of funded programs, attended a presentation of PREP at a conference sponsored by the USOE National Diffusion Network in St. Louis. Mrs. Hoffman's on-the-spot impressions and the material

she later received from PREP persuaded her to visit the Developer/Demonstrator in Redford, Michigan, a suburb of Detroit. With her during the two days in Redford was the Rockford school psychologist.

Upon receiving their report, Rockford's school administrators applied for a grant from USOE. As soon as a \$90,000 grant, under the provisions of U.S. Elementary and Secondary Education Act Title III, was received in June 1975, four additional teachers were hired and training began. That summer 10 Rockford teachers underwent three days of training in Redford.

The program was installed that fall. In December Pat Ellsworth, Rockford PREP director, attended a two-day meeting of adoption directors at Redford for follow-up monitoring, and she planned to attend a similar session in May. One member of the Developer/Demonstrator staff also went to Rockford for two days of observation and counseling after the program was in operation.

Because Rockford's funds were limited, full-scale screening was done with only one-third of the children who registered. All registering parents filled out prescreening questionnaires, on the basis of which candidates for in-depth screening were selected. In 1975 the parents of 850 children filled out the questionnaire and 300 children were selected to be screened. A control group of 100 children (twice the number of the Detroit control group) was chosen at random.

One preschool center has been established for all of Rockford, in the Dennis School, on the westernmost edge of town. Some children in the PREP program must be transported 12 miles across town to get there, but attendance at the four half-day sessions a week has been high. Parents are much involved in the program. They attend classes one day a week and meet in groups with a social worker one evening. (This is another difference from the Redford program, where children attend school only once a week, on the same day as their parents. In Rockford, the children whose parents are in school on a certain day are the ones who meet in the observation room, where their parents can watch the group through a one-way window. The other children meet elsewhere.) Teachers prepare home activities for the children to work with at home on days when they aren't at school.

Federal funding has paid for the salaries of five preschool and special teachers, for the installation of the observation room, and for other program equipment. State funds have provided the salaries of two teacher aides. The local district has contributed program costs and the services of a psychologist.

Effects

Evaluation testing is scheduled for May, but initial reactions to PREP's first year in Rockford have been favorable so far. Parents and children have demonstrated great interest by their regular attendance at the Dennis School sessions. And one experienced preschool teacher was heard to exclaim, "I have never seen children make such rapid progress."

SPECIAL EDUCATION • Project FAST • Michigan

EXPANDING SCHOOL, RESTRICTED SPACE

Introduction

Miller School, in Brighton, Michigan, is in the unusual position these days of having a rapidly increasing school population. Its building is crowded, and there are no funds for expansion. Faced with a mandate to install a special-education program, the school had to find one that wouldn't require special rooms or costly installation of equipment. The State Facilitator was able to help them find Project FAST, in which special education was carried on in the classroom.

Setting

Brighton, Michigan, which in 1960 was a small, rural town 20 miles west of metropolitan Detroit, has recently been experiencing rapid change into a commuter town for the four cities of Detroit, Lansing, Ann Arbor, and Flint. Its school population is increasing enormously, and existing school buildings are crowded.

Miller School is one of four elementary schools in the Brighton School District. Five hundred fifty children are enrolled in Miller School, in kindergarten through grade 5.

Need

In 1974 a survey of students in the middle grades in Brighton School District showed many of them to have previously undiagnosed learning disabilities. Brighton's educators agreed that such problems must be discovered at a much earlier age if they are to be overcome. This meant that the responsibility for recognizing and working with learning disabilities must fall on the elementary schools. To begin their attack on the problem, the Brighton School Board put a high priority on improving reading programs throughout the system.

Solution

Project FAST (Functional Analysis Systems Training) is a program designed to provide the delivery of educational services to children with learning disorders in the regular classroom. When the program was adapted at Miller School, it was expanded to include gifted children, as well (defined as those who scored above average on a standard test).

In children, Project FAST strives to build self-management skills and a quest for learning. To parents, it teaches ways to participate positively in their children's development. Parents learn to help teachers formulate their children's prescriptions, as well as serving as classroom aides, when possible.

Specialists, such as school psychologists, also take part in the diagnosing and prescribing. Perhaps as important a part of the psychologist's function is their work in teaching classroom teachers to diagnose and prescribe and help them learn how to establish team relationships with parents.

Project FAST, developed in Essexville, Michigan, describes itself as focusing the energies of teachers, parents, consultants, and school administrators together in a systematized effort to understand and encourage a child's developmental and learning processes.

Project FAST classrooms are organized into learning centers--five to seven in a room. (In Brighton, the Miller School has instead adapted learning centers they had

recently installed for schoolwide use.) The program offers teachers extensive instruction in organizing and using learning materials and in working effectively with support personnel.

The cost of the program, aside from teacher-training at the U.S. Office of Education's Developer/Demonstrator site, is about \$20 for each student enrolled, for the first year. Adopting school districts also must release three or four teachers for the two weeks of training.

Events

When the Brighton District School Board put a priority on reading, Rose Keyes, Miller School's USOE Right to Read director, spent a day at the office of the Michigan State Facilitator reading through information on validated projects in elementary language arts. She took descriptions of those that seemed possible for Miller School back home and asked all the school's teachers to study the programs and rank them. Project Fast was chosen.

In spring 1975 four classroom teachers, a learning-disabilities teacher, and two parents of second-graders visited the Developer/Demonstrator in Essexville. When they returned, they conferred with the district superintendent. In an evening meeting soon after, those who had visited Essexville, the director of Project FAST, a member of the county Board of Education, a member of the district board of Education, and special-education personnel from the county all met to determine goals and objectives for a Miller School adoption.

In June the contract was signed for an adoption in two grade 2 classrooms in Miller School. Teachers were trained for a week in Essexville in August, and plans for implementing the program were developed. In September the principal, the curriculum director, and participating teachers made presentations on Project FAST to groups of parents, members of the district Board of Education and to other teachers. Miller School's curriculum director, the assistant director of special education, and teachers also met with special-education consultants from the county, to determine what role they might play in the venture.

Teachers had a second week of training in Essexville in October. At about the same time, the district superintendent and the Miller School principal decided to release the two participating teachers from their other duties one a day a month for program planning.

Effects

Project FAST hasn't yet been in operation at Miller School a year, and many of its features are still to be put into practice. Still in the offing are the program for gifted children, the training of additional teachers, and programs involving parents. All are scheduled for spring 1976.

SECTION III

Joint Decision-Making: Making the Commitment

NDN LESSONS:

- Although any individual in the school or community can initiate the search for a new program or approach to a specific educational problem, the actual decision to try the new program must be a joint one, involving administrators, teachers, parents, board members, and other citizens.
- In adoptions, teachers and administrators need peer and community support. If a new and innovative program is to be supported beyond the tryout period, it must be publicized and made known to the community; it must be evaluated, and the results must show success.
- Since the effectiveness of a new program depends greatly on the people managing and teaching it, they must be involved in decision-making and feel some ownership in it.

ALTERNATIVE SCHOOLS • Rumson-Fair Haven/Senior Elective Program • New Jersey → Kansas

BIG SCHOOL, SMALL SCHOOL: COMMON CURRICULUM

Introduction

A small rural high school in Kansas and a large urban high school in New Jersey offer two completely different versions of education in modern America. Yet, they now share a common curriculum, and it is meeting the needs of both communities and both student bodies equally well. In fact, the adoption of a New Jersey-developed project by the Kansas school, described below, helps to prove that a good idea bears sharing regardless of diverse educational settings.

Setting

The Midway Schools of Unified School District No. 433 serve the small community of Denton, Kansas. The community's high school serves 106 students. This is the site of the adoption.

Need

Several teachers in the community's high school decided they wanted to do something to breathe life into the school's traditional way of approaching education. The teachers looked for help to LINK, a project established by the Kansas Department of Education to provide technical assistance, leadership training, examples of adoptable projects, and evaluation to local school districts. Personnel at LINK suggested to the Midway teachers that a project developed in New Jersey could provide the "new life" they sought.

Solution

LINK set up the contact between the Midway teachers and the developers of the validated project known as the Senior Elective Program. The program, developed at the Rumson-Fair Haven Regional High School in Rumson, New Jersey, offers interested schools a means of updating their curriculum by revamping school calendars and offering minicourses. Under the program, the regional high school's 1300 students are encouraged to telescope their traditional academic courses into the first three years of high school, leaving the senior year free for 80 minicourse electives that were designed by the project. Also during the senior year, students are required to complete an independent study project, a work experience program, or an activity that involves them in their suburban New York City community. Seniors are randomly assigned to small discussion groups, called precepts, which are led by faculty members. The purpose of the groupings and the use of faculty advisers is to help the students adjust to the program as easily as possible.

Events

The Rumson program was visited by a committee from the Midway schools, consisting of representatives of parents, board members, teachers and the school administration. After the visits, the committee members in turn informed appropriate groups about their positive impressions of the Rumson program. A Master Steering Committee set about overcoming the community's resistance to change from the traditional program to one requiring flexibility and open concepts as well as a new curriculum.

Students, teachers, and administrators collaborated in designing the new class structures, program schedules, and goals and objectives for the program. Furthermore, program replication occurred for less than 10 percent of the original costs for the program's development.

Effects

According to Don L. Nigus, district superintendent, the Midway program has successfully adapted the Senior Elective Program, including the minicourse electives, independent study, precepts, and an open-concept approach. Mr. Nigus says school personnel "have grown individually" through the project and are ready now to delve more deeply into performance-based objectives, so that student learning experiences can be better evaluated.

The other results of the adoption are as follows, according to the superintendent:

- Students are making effective educational decisions about their futures.
- The principal has become a curriculum coordinator and counselor, and no longer is a policeman.
- Teachers and administrators are working as change agents to provide increased educational opportunities for students.
- Students find excuses to come to school and go to class rather than skip out.
- Persons in the community serve as resource personnel in the classrooms and on field-centered learning experiences.

Newton Beron, assistant superintendent of the Rumson-Fair Haven Regional High School, says there has already been another adoption of Rumson's program by another high school in Paico, Kansas, and that it, like the Midway adoption, is slightly different from the Rumson program. Both, he adds, are highly successful and both are showing that secondary education can be presented in an alternative way.

SPECIAL CURRICULUM • Urban Arts • Minnesota

APPLETON, MINNESOTA: THE "PEOPLE FACTOR" ENSURES SUCCESS

Introduction

The Minneapolis Urban Arts Program offers concrete evidence that the effectiveness of an educational program, like the effectiveness of the NDN, depends on "the people factor." Programs are adaptable; sometimes, people are not. To illustrate: the Urban Arts Program, despite the use of "Urban" as part of its name, is working in rural, suburban, and urban settings. Yet, an adoption of the Urban Arts Program in one community failed because of the people factor and in another community--Appleton, described below--the adoption worked, because of the people involved.

Setting

Appleton, Minnesota, with a population of 1789, is the smallest community in which the Urban Arts Program has been adopted, according to Wallace Kennedy, the program's administrator. The Appleton Schools, the official adopter of the program, serve approximately 540 students in kindergarten to grade 12. The community is situated in a rich farming area in the western part of the state, where the farm products include corn, soy beans, potatoes, sugar beets, dairy and beef cattle, pigs, chickens and turkeys.

Need

The Appleton City Council applied for a Bicentennial Grant to help restore the old City Hall to its 19th century character. In conjunction with planning for the Bicentennial Grant, local residents began to explore new uses for the hall in order to justify the restoration and to make the facility one that would be of maximum benefit and enjoyment to Appleton's citizens.

The community already had an active arts club and many community residents who were engaged in or interested in arts activities. Among them were Gelene Johnson, a farm wife with eight children who is a professional pianist and contralto soloist; Mildred Miller, an accomplished painter in oils, who convenes an art club each week in the old City Hall; and Tom Currey, who restores antique furniture, serves on the local arts council, and is a city councilman.

Appleton school personnel became aware of the Urban Arts Program through a mailing from Richard Peterson, one of Minnesota's three Statewide Facilitators. The Urban Arts Program offered what Appleton seemed to need: better use of the arts in education and better use of community cultural resources.

Solution

The intent of the Urban Arts Program is to establish a daily working relationship between schools and community artists and arts organizations. Five strategies are used by the program to allow all students to experiment with the arts as they develop aesthetic judgment; namely, daily workshops, in-school projects, events and exhibitions, affiliated projects, and summer school courses instructed by artists in Urban Arts. The five strategies have been practiced by Urban Arts for five and one-half years in establishing working partnership between the schools and the Minneapolis/St. Paul arts community.

The project developers stress that the type of program established depends on the arts facilities and the artists available in the adopter community. Involvement of the community and good working relationships between school personnel, artists, and residents--the people factor--are more important to the success of the program than are facilities. Adopters are taught how to catalog the arts resources in their community and

how to enlist financial support--important considerations in a community-supported venture.

Events

The Appleton adoption of the Urban Arts Program started with a two-day workshop for both school personnel and community persons. School personnel were responsible for identifying those persons in the community who had experience in and were strong supporters of the arts, such as the president of the local arts club and a woman who teaches piano and voice. No additional personnel were hired by the schools. Instead, the idea is to allow the Appleton Schools' theatre instruction to continue to teach theatre but to do so in the community theatre or renovated city hall, to allow the arts teacher to continue to work with advanced arts students four days a week but to release them one day a week for learning and work with talented artists in the community, and to allow the school's audiovisual specialist to work with three or four senior-high-school students at the apprenticeship level. Current plans call for placing the apprentices at a local television station where they will assist in producing TV shows that will be used by the schools.

Eventually, students will study theatre, music, art, poetry writing, and dance in the City Hall facility as well as in school classrooms.

Following the two-day training workshop in Appleton, Kennedy arranged for teams of personnel from the school and the community to attend a two-day on-site workshop at the program's demonstration site in Minneapolis. There, the team fit the planned programs, resources and facilities into a suitable program schedule.

In April 1976, the team will have another two-day session in Appleton in order to learn how to monitor and maintain the quality of the program once it gets under way.

Effects

Appleton's adoption of the Urban Arts Program will be called, appropriately, the "Rural Arts Program." It will be ready to be used in Appleton schools in the fall of 1976.

The adoption should be successful because Kennedy has taken steps to avoid the pitfalls that led to the failure of an earlier adoption of the program by another school.

The failure is documented in a videotape produced by the program. It occurred, Kennedy says, for several reasons: there was not enough planning between school personnel (teachers and counselors) and the artists from the community who were to be responsible for conducting classes: school personnel were not involved in the process of getting students to enroll in the classes, consequently, students did not enroll in sufficient numbers to fill the classes, and a site for the location of the classes was chosen and rechosen without the involvement of school personnel. Both sites proved to be unsuitable.

The prime lesson in the failure, Kennedy maintains, is that "unilateral action, without community and school involvement, guarantees failure of a program like Urban Arts."

EARLY CHILDHOOD • New Adventures in Learning (NAIL) • Florida —> Tennessee

A PIECE OF CAKE IN TENNESSEE

Introduction

Faculty, administration, and school board in Atwood, Tennessee, are carrying out a five-year program to improve reading skills among their students, financed almost entirely by their own efforts. Since 1973 they have raised funds at carnivals, bake sales, and football games to send teachers for training at the New Adventure in Learning Developer/Demonstrator center in Tallahassee, Florida. Although they wouldn't object to outside funding, the Atwood enthusiasts are proud to show what can be done without it, "if there is cooperation, enthusiasm, and determination from the school board and superintendent, as well as classroom teachers and staff."

Setting

Atwood is a rural town in western Tennessee with a population of 1100. Atwood Elementary School is part of the Atwood Special School District, within the county school system. It has an enrollment of 235 children in kindergarten through sixth grade.

Need

In August 1973 the local school board called for improvement of Atwood's academic program. Parents, superintendent, and faculty then went to work surveying the existing curriculum. They decided that what they needed was a reading program in which a teacher could identify children's reading problems early and then prescribe techniques for overcoming them--all with a maximum of positive reinforcement.

Solution

After researching many programs, the Atwood School settled on New Adventure in Learning (NAIL) as the most likely candidate. NAIL offered varied educational experiences in a range of language-arts skills and was flexible enough that lessons could be tailored to each child's abilities and mode of learning.

In the NAIL program, teachers are trained for two weeks at the Developer/Demonstrator site in Tallahassee, Florida, in diagnosing reading/learning problems and in prescribing remedies for them. They learn to keep systematic records of the children's progress. And--a major component--they learn techniques for creating a supportive climate in which children's social and academic strengths come to the fore.

Since NAIL's basic offerings are techniques for teaching and for organizing materials, the program can be installed without a great outlay for material or equipment, depending on the adopter's existing resources.

Events

After Atwood had set its sights on New Adventure in Learning, the school principal visited the Developer/Demonstrator in Tallahassee in December 1973. He was "sold" on the program and had little trouble persuading his colleagues to agree.

No state or federal funds were available for the adoption, so Atwood teachers started selling candy, holding bake sales, and operating concessions at football games in order to raise money to send some of their colleagues to Tallahassee for training. That May (1974) they financed training for four teachers at the Developer/Demonstrator site. Thus they laid the groundwork for the next year's program.

In the fall of 1974 Atwood began the five-year adoption program. Diagnostic tests were administered and then special programs prescribed, where appropriate. Activity centers were organized. NAIL methodology was adopted throughout the school. Student-progress reports (in combination with conferences between parents and teachers) were substituted for traditional report cards.

In January 1975 the teachers who had not previously been trained in Tallahassee went there for three days. (Funds had been raised for this trip at the school Halloween carnival.)

A member of the Developer/Demonstrator staff visited Atwood in April for meetings with the faculty (individually and as a whole), for observation of classes in progress, and for some general evaluation.

When Atwood Elementary School was without a principal during the fall of 1975, the Developer/Demonstrator kept in close touch with the NAIL coordinator in Atwood (a teacher).

Effects

Money for materials and personnel is sorely missed, but a member of the Developer/Demonstrator staff nevertheless found the program still progressing smoothly on a second visit to Atwood in November 1975.

One of the greatest effects of this enthusiastic adoption may be reflected in the comment made by June Johnson, director of NAIL in Tallahassee, "A positive climate permeates the entire Atwood school--teachers, students, and noninstructional personnel alike."

EARLY CHILDHOOD • Strategies in Early Childhood • Wisconsin —> Oregon

TEACHER SPARKS DISTRICT ADOPTION

Introduction

Facilitators from two states and a Developer/Demonstrator from a third were all involved in the adoption of Strategies in Early Childhood Education in the Churchill Region of the Eugene, Oregon, School District. First, in March 1975 the California State Facilitator sponsored an awareness session for 30 U.S. Office of Education projects, including Strategies. A kindergarten teacher from Eugene who attended the meeting followed up her interest in Strategies in discussions with colleagues at home. She later visited the Developer/Demonstrator in Wisconsin. When, in the end, the Eugene School District's Churchill Region decided to adopt the program, the Oregon State Facilitator sponsored both pre-installation and follow-up workshops for Eugene's teachers.

Setting

Eugene is a city of 85,000 persons in western Oregon. It is situated on the Willamette River, surrounded by forests and mountains. Eugene is the home of the University of Oregon, and its main industry is forestry.

The Eugene School District is divided into regions. The Churchill Region, where the Strategies program is in operation, has six elementary schools. In two of them, children in kindergarten through grade 3 participate together in an integrated program. In all, about 440 children are enrolled in Churchill's kindergartens, and there are 11 kindergarten teachers.

Need

The Eugene, Oregon, schools adopted Strategies in Early Childhood Education as a pilot program in their Churchill Region, not so much because of an urgent need as because the program offered many positive elements faculty and administrators believed would enhance their overall program. One of the most attractive features, they felt, was the way it encouraged community involvement in the schools.

Solution

Strategies in Early Childhood Education was developed in Waupun, Wisconsin, a suburb of Milwaukee. The program, designed for preschool, kindergarten, and first-grade children, is a process of assessing children's development at the time they enter school, analyzing that information, and then prescribing individual objectives for children individually as they move from preschool through grade 1. By the time children in the Strategies program reach grade 2, they all are expected to have completed a sequence of pre-academic and academic skills, but each child will have moved toward those goals at his or her own pace.

Strategies classrooms are arranged for individual learning. Teachers and aides move around among the children, helping them select from a range of materials and activities in the classroom learning centers, according to their individual learning prescriptions. Detailed charts are kept on each child's progress.

Events

When kindergarten teacher Jean Beal returned to Oregon from seeing a demonstration of Strategies in Early Childhood Education at a conference sponsored by the California

State Facilitator, she discussed the program with Eugene's curriculum director, Martha Harris. They immediately set up a meeting with teachers and principals to discuss Strategies and its potential for district schools. That meeting resulted in a visit by Ms. Beal and another teacher to the Developer/Demonstrator site in Waupun, Wisconsin. (The visit was financed by the Oregon State Facilitator; the school district paid the salaries of the two substitute teachers who replaced them during their absence.)

On the strength of the teachers' report and after studying the filmstrips and other materials they brought back, Churchill Region decided in favor of adoption. (In Eugene, such adoptions are not district- or regionwide; they are optional for individual schools and teachers.) Oregon State Facilitator Ann Matthews then sponsored a two-day training workshop for teachers in August, conducted by two members of the Wisconsin Developer/Demonstrator staff. Churchill's 11 kindergarten teachers were there, as were teachers of grades 1 and 2, and 10 teachers from Eugene's North Region schools, as well.

Eugene's curriculum director developed a plan for implementing the program, and Jean Beal was named coordinator of project activities in the Churchill Region.

Before children were screened in October, 60 volunteers from the community were trained to perform the screening, in one afternoon session. The screening was held for two or three days, in all six schools. The process excited a good deal of interest from the community, which school faculty and administration welcome.

Later in October a member of the Developer/Demonstrator staff visited Eugene once more to conduct a workshop on creating and working with classroom learning centers for teachers, most of whom had attended the summer training workshop. The Oregon State Facilitator paid for the travel and expenses of the Developer/Demonstrator, and the Eugene School District sponsored its own workshop on learning centers. Martha Harris, district curriculum director described this as a "make and take" occasion, pointing out that it can take two or three years for a teacher to build a learning center up fully.

Ms. Beal has organized several continuing-education sessions for all Churchill Region teachers during the year. They have considered such topics fundamental to the program as child growth and development, individual learning styles, and their theories of learning.

At mid-year, the Eugene School District had spent a total of \$3600 for released time, duplicating material, and inservice program.

Effects

Asked her impressions of how the Strategies adoption was going, Martha Harris replied, "It's going the way we hoped. We're getting from it exactly what we wanted."

EARLY CHILDHOOD • Added Dimensions to Parent Preschool Education • Colorado

"READY TO HELP WHEN THEY WANT IT"

Introduction

In Colorado, a program for preschool children and their parents has been disseminated and adopted by means of support from several sources: a grant from the state under Title III of the Elementary and Secondary Education Act; a Developer/Demonstrator grant; and funds under Title I of the Elementary and Secondary Education Act. Three adoptions and adaptations within the state attest to the variety of ways in which schools have learned about and implemented the program. The director of the program believes that at present, further adoptions may be limited not by a lack of dissemination but by the program's being three or four years ahead of its time.

Need

The program, Added Dimensions to Parent and Preschool Education, originated in the public schools of Jefferson County, a suburban area west of Denver. It is based on the belief that children need prekindergarten education, but will benefit significantly only if their parents participate.

Solution

Children in the program attend two half-day school sessions each week. The program also includes home visits by a teacher aide and developmental screening, administered at home if possible. Parents are asked to participate in the school program at least two days each year. They are also encouraged to participate in parent-discussion groups and to borrow toys and materials from a lending library for use with their children.

Because it uses parent volunteers and paraprofessionals as well as teachers, the program can be financed by a relatively low tuition fee. In Jefferson County, where about 2800 children attended the program in 1975-76, the program is largely self-supporting. Parents pay \$153 per child for the school year, and the school district contributes about \$30 per child by providing some classroom space (churches also provide space), busing, most administrative costs, and tuition waivers for low-income families.

Events

Development from 1971 to 1974 was partly funded by a grant awarded under Title III of the Elementary and Secondary Education Act. For 1974-75, the project was approved for dissemination by the U.S. Office of Education and it received from the state a Title III dissemination grant of \$17,000. These funds contributed to on-site workshops held in October, January, and March of 1974-75; about 35 or 40 parents, teachers, and administrators attended each workshop. In May 1975, the program received a Developer/Demonstrator grant from USOE.

In addition to dissemination both within and outside the state, this support resulted in three Colorado adoptions and adaptations.

1. Windsor, Colorado, Adoption

Windsor, about 65 miles from Denver, is a small farming community with a newly developing manufacturing industry that is increasing the number of young families in the area. A group of mothers identified needs for parent education and prekindergarten programs. The husband of one of the mothers was the school district's director of special services and knew Betty Benjamin, director of Added Dimensions. Through him, the mothers inquired about possible interest and support from the school administration.

Four mothers and an elementary-school principal attended the program's October 1974 workshop, the first of the three sponsored by the state Title III grant. Added Dimensions staff visited Windsor to assist parents in planning the program, and the community's newly hired teacher attended the program's third workshop in March 1975. The program staff maintained contact through an additional visit, letters, and telephone calls. In August 1975, the teacher and two mothers attended developmental screening training in Jefferson County. This training was paid for by the Developer/Demonstrator grant.

By January 1976, the community's Parent-Child Education Center had achieved its goal of establishing a self-supporting program with a half-time teacher and assistant. About 40 children (in two groups) attended the prekindergarten for two days a week. Parents were required to work in the center four days a year and they paid \$135 a year per child. The community was considering expanding the program.

2. Johnstown, Colorado, Adaption

Located about 60 miles from Denver, Johnstown is a rural community of about 1100 inhabitants. The public schools sponsor a preschool through Title I funds. Contact with Added Dimensions was initiated in November 1974 at a statewide conference sponsored by the Colorado Association for the Education of Young Children. The preschool teacher identified developmental screening and added parental activities as components that would strengthen the existing program. The teacher and an aide attended the January 1975 workshop, and requested and received materials and information during 1975-76.

By January 1976, all 48 children in the preschool and about 70 others had received the developmental screening. The teacher also reported that the program was providing insights into ways of involving parents. The aide had used the play-materials library as an "ice-breaker" in a meeting for Spanish-speaking parents. Because of Added Dimensions, the teacher had noted on the children's registration forms that she expected parents to volunteer twice during the year; she was then reminding them to come.

3. Fort Morgan, Colorado, Adaption

Fort Morgan is a small city of about 8000, located about 100 miles from Denver. A former teacher assistant in Added Dimensions is now a resident. She invited the project staff to speak to local school officials about the establishment of a parent education and prekindergarten program. As a result, the administrators decided to add to their kindergarten program through Title I funding.

Eight administrators, teachers, and parents attended the March 1975 workshop. They decided to use the developmental screening and home visits. During the spring, Added Dimensions staff visited Fort Morgan twice. The former teacher assistant conducted the training in developmental screening, using a film supplied by the developers.

The developmental screening was accomplished before children entered school; home instructional activities for children with identified needs were planned and discussed with parents. By the middle of the 1975-76 school year, the program seemed to be popular with parents and beneficial to the children. The district was considering expanding the program to the prekindergarten level.

Effects

In February 1976, Added Dimensions director Betty Benjamin said that program staff had mixed feelings about active dissemination in the following year, although they certainly would be available to anyone who wanted information. "We've given a good two years of trying to make people aware," she explained. "We've made an impact: we've gotten out materials and we go where we're invited to go. We have a missionary zeal but we also feel that the idea of providing a program to 3- and 4-year-olds is not in people in Colorado at the moment, though we see it down the road. We'll be around to help them when they do it."

AFFECTIVE EDUCATION • LEM • New Jersey —> Ohio

SUPERINTENDENT'S SEARCH SUCCEEDS

Introduction

Often a new school superintendent, on assuming his or her position, will search for a fresh educational alternative to solve some pressing need in the local schools. Such a search can be time-consuming and frustrating, for often little information is readily available in a form useful to potential adopters.

One of the notable strengths of USOE's National Diffusion Network is its ability to assist in this kind of local decision-making--by providing validation data, by enabling development sites to host visitors and present demonstrations (both on site and out of state) and to help in training adopter staffs.

This case study shows how well an NDN Developer/Demonstrator was able to meet the needs of an out-of-state rural consolidated district.

Setting

Five years ago, five country schools located in Portage County, Ohio, were consolidated into one large open-space building and named the Southeast Local School District. Ravenna, where the consolidated schools are located, is largely a rural area located about 35 miles from Kent, Ohio. The district encompasses 125 square miles and all but 3 of the 1800 elementary pupils are bused to school, some for as long as one hour.

Need

Although the Ravenna school was built using an open-space design, there had been no preparation of teachers in the philosophy or organizational skills necessary to use the physical area effectively. Although the teachers themselves attempted to do their best in a difficult situation, there appeared to be a strong need for inservice training.

Solution

Project LEM, headquartered in Hackensack, New Jersey, is an educational management design for organizing and structuring an open-space school. Its components are teaching teams, differentiated staffing, multi-age grouping, nongraded instructional approach, diagnostic and prescriptive teaching, diversified instruction, parent-community involvement, and maximum space utilization.

Events

In 1974, R. A. Lydon became superintendent of schools in Ravenna, and under his leadership a Southeast Committee began to investigate the ESEA Title III projects to find one that they felt could meet their perceived needs. In the spring of 1975, the superintendent and the committee made an on-site visit to Hillers School in Hackensack in order to view Project LEM.

Believing that LEM could meet the needs of the Southeast School, the superintendent arranged with Mrs. Joan Tetens, now project disseminator, to conduct in May a LEM awareness presentation for the entire elementary staff at Southeast and a needs assessment workshop for self-selected staff, parents, and supervisory personnel.

During July, the staff for four LEM teams; L. Dean Birch, who is the new principal of the elementary school; and other supervisory staff members participated in a one-week training workshop in Hackensack. In August a two-day follow-up workshop was conducted in Ohio by LEM staff and in November a two-day follow-up visit was held.

Effects

During the November visit the evaluation team reported a high level of fidelity to the eight components within each of the four LEMs. They made special mention of the co-operation and involvement of the teachers and the wide range of teacher-developed materials and activities. At this point there seems to be every indication that the adoption/adaptation is meeting with a high degree of success.

It is difficult to estimate the cost for replication of the project. Material costs are minimal. All teachers should have a copy of the Training Manual and the project director should have a copy of the Resource Guide. (Each costs \$6.00.) The primary cost to an adopting district would be in renovation. Travel, room and board, substitute fees, and consultant fees, plus any stipends paid to teachers for workshop participation, would also have to be included in computing the cost for replication.

The LEM training program staff feel very enthusiastic about this adoption/adaptation site. Each site is different and presents a variety of challenges. The one point all have in common is a concern for children and a willingness on the part of staff to extend themselves in order to improve the teaching/learning situation. They have, in all instances, taken the basic material that is LEM and molded it to fit their own needs and the needs of their students. The sharing process involved exhilarates LEM staff, who look forward to continuing their associations through the coming year.

SPECIAL EDUCATION • Engineered Classroom • Nebraska —> North Dakota

NONCATEGORICAL SUITS A SMALL DISTRICT

Introduction

The principal of one of Minot, North Dakota's, elementary schools is also the North Dakota State Facilitator. In the adoption of the Engineered Classroom last year, he acted in both capacities. First, as State Facilitator, Grant Johnson visited the Developer/Demonstrator site in Papillion-LaVista, Nebraska, to evaluate the program for mildly handicapped or behaviorally maladjusted children. He reported his findings to colleagues in Minot and in the neighboring town of Glenburn. He later returned to Papillion-LaVista, accompanied by observers from both towns.

Adoptions and installations occurred in both South Dakota towns, and thus in one effort Grant Johnson found a program for his own school and for several neighboring schools as well.

Setting

Minot, North Dakota, is the business and trading center for a rural area in the northwest of the state. It has a population of 35,000. The school district includes several nearby settlements and an Air Force Base. Minot State College is located in the city. Eighty-seven hundred students attend the Minot public schools.

Need

Administration and faculty of the Minot Public Schools were not satisfied that their special-education program was accomplishing all it might. So Grant Johnson, principal of the Dakota Elementary School and North Dakota State Facilitator, went looking for a remedy.

Solution

The Engineered Classroom for Students Who Are Both Educably, Mentally Handicapped and Behaviorally Maladjusted, which was developed in Papillion, Nebraska, is designed for mildly handicapped elementary-school students. Children in the program work both in the regular classroom and in a special learning center. The center is staffed by a non-categorical special-education teacher and an aide. (This procedure is an advantage for a small district like Minot, as the program uses a single special-education teacher to work with children having a range of learning problems, rather than using several teachers, each of whom is certified for a particular problem.) A school psychologist also participates in the program. Each child is evaluated at the end of each day by the classroom teacher, who then prescribes a new, highly structured program for the child to carry out the next day. A child spends whatever time in the regular classroom and whatever time in the special learning center seems appropriate to the teacher each day. The learning-center teacher and the classroom teacher confer at least weekly.

The program, which has been approved by the U.S. Office of Education, requires the learning center to have its own room with a carpet and its own telephone extension. The center must be staffed by a special-education teacher and an aide. The initial investment in a bank of commercially available materials for a center is usually about \$4000. If a summer session is included in the program, air conditioning must be installed in the learning center.

Events

After two visits to the Developer/Demonstrator, Grant Johnson and elementary-school superintendent Virgil Rude, who had accompanied the facilitator on his second visit to Nebraska, studied the materials the program staff had given them. Then they discussed the Engineered Classroom project with the Minot Board of Education. In April the board gave approval to proceed with the adoption. (The school board in Glenburn did the same.) Mr. Johnson set the dates of May 15-17 for a training session in Papillion-LaVista. The final design of the program was accepted by the Minot school administration soon after the training session. Materials were ordered that summer, and the program began in the fall. The Engineered Classroom program involved 22 children in grades 1 through 6.

Members of the Developer/Demonstrator staff visited Minot late in September and again in February. One more visit to Minot was planned in the spring. At the end of the school year, the Developer/Demonstrator was also scheduled to evaluate the progress of students in the Minot program, using data furnished by the adopting school.

In Minot's adoption there was no investment in new classroom furniture, and the special-education teacher was already on the staff. The State Facilitator paid the travel and expenses of Developer/Demonstrator staff visits to Minot and of Minot teachers, training in Papillion-LaVista (a total of \$1750). Other expenses of the installation included the salary of one teacher's aide (\$3500) and materials for the first year (\$2000).

Effects

At midyear Grant Johnson reported positive feelings about the program among the Dakota Elementary School teachers. Principals of other elementary schools in the Minot School District, he reported, had expressed great interest in their work. "And the parents will not let us drop the program," he said, "even though we're only a semester into operation. That's how excited they are about it."

EARLY CHILDHOOD • Strategies in Early Childhood Education • Wisconsin

SEA LENDS A HAND

Introduction

What happens when a state has no State Facilitator? When the Brown Deer School District wanted to install the Strategies in Early Childhood Education project in its kindergarten, the Developer/Demonstrator in Waupun, Wisconsin, and the state's Elementary and Secondary Education Act Title III office acted together to work out an adoption grant.

Setting

Brown Deer, Wisconsin, is one of the commuter towns whose residents work in and around Milwaukee. Most of them are middle-class blue-collar workers and professionals (many of the latter, members of the University of Wisconsin faculty). The schools enjoy considerable community support. Their enrollment totals about 3000, in kindergarten through grade 12. All kindergarten classes meet in a single school building.

Need

In August 1973 Wisconsin passed a law requiring that every child entering school be screened for learning disabilities. In response, the Brown Deer District wanted to be sure to install the most useful screening procedure it could find.

Solution

Strategies in Early Childhood Education was developed in Waupun, Wisconsin, a suburb within the Metropolitan area of Milwaukee. The program, designed for preschool, kindergarten, and first-grade children, had recently been approved for national dissemination by the U.S. Office of Education after three years of operation in five school districts.

The aim of Strategies is to assess a child's development when he or she enters school and then to set up a program by which that child will experience continuous growth from preschool through kindergarten and grade 1. When they reach grade 2, all children in the Strategies program are expected to have completed a sequence of pre-academic and academic skills. But as they develop, each one moves according to his or her individual pace and abilities.

Upon entering school, children undergo comprehensive screening, which gives information on their development at that point. From an analysis of that information, a sequence of objectives is prescribed for each child's development in auditory, visual, motor, and language skills. Classrooms are arranged for individual learning, and teachers and aides move around the room helping the children select from a range of materials and activities in the classroom learning centers according to their individual prescriptions. Charts are kept in detail on each child's progress.

Events

When Brown Deer Elementary School principal Jean Porter was considering the district's response to new law, she gathered all the material she could on preschool screening programs and techniques. She duplicated the information and distributed it to Brown Deer's kindergarten teachers, asking them each to select the features they would consider useful in their own screening plan. When they had done so, she put together

an "ideal" system made up of the features that had been chosen. When they examined this system, Brown Deer's educators found that it closely resembled the procedure offered by Strategies in Early Childhood Education.

In the fall Ms. Porter and the kindergarten/grade 1 coordinator visited Developer/Demonstrator project director Robert Schramm in Waupun. That afternoon they observed a classroom where Strategies was in operation. When they returned home, the coordinator's report on what they had seen was so impressive that the other four kindergarten teachers in Brown Deer asked to visit the project in December.

Financial assistance was needed for adoption, so the Developer/Demonstrator and the U.S. Elementary and Secondary Education Act Title III office helped Brown Deer develop a grant. The staff from Waupun worked out the goals for the proposed Brown Deer project and estimated what they could expect to accomplish in the first year of operation. In the grant budget they included inservice assistance to teachers, salaries for aides, and supplementary classroom materials and supplies. (To estimate the cost of materials, they assessed Brown Deer's existing stock and concluded they would need the following: tapes on auditory and visual perception, additional cassette players and earphones, and some inexpensive educational games for developing perception and fine-motor skills.)

A one-time grant of \$5000 was received from the U.S. Office of Education. It was more than enough to pay for the materials and staff the district had requested, so the "extra" money was spent on fees for the services of consultants on early childhood education.

Staff from the Strategies project provided the Brown Deer kindergarten teachers with two days of training in the Strategies procedures before school began in the fall of 1974. Mr. Schramm monitored the adoption during that first year. The Developer/Demonstrator staff also held a conference with the teachers following an on-site evaluation in Brown Deer.

The Brown Deer School District is paying most of the cost of the continuing the program in its second year. The salaries of two full-time aides; a reading specialist, who works half a day a week with first-graders; and one kindergarten teacher are provided under Title I of the U.S. Elementary and Secondary Education Act.

Effects

Even with a tight budget, the Brown Deer School System is carrying on the second year of the Strategies program on its own. "This program has paid off," said Jean Porter, emphatically. "We can't compare the achievement-test scores with those of previous years because we're using different tests, but observation tells us there have been tremendous gains in the children's self-esteem and scholarship."

The Developer/Demonstrator staff have shown their approval of the Brown Deer adaptation by asking permission to send over some of their visitors to see how well the transfer of Strategies has worked.

ENVIRONMENTAL EDUCATION • Project I-C-E • Wisconsin → Missouri

I-C-E MOVES TO A NEW ENVIRONMENT

Introduction

Not all learning occurs inside a classroom with four walls. The urban and natural communities surrounding the nation's schools offer varied opportunities to enlarge and enrich the usual classroom activities. USOE's National Diffusion Network provides a functional means of moving a successful environmental education program from its original site in Green Bay, Wisconsin to school districts elsewhere, in mid-America and beyond.

Setting

St. Joseph, Missouri, has a largely urban population of 70,000. Its public schools have approximately 17,000 students and nearly 900 teachers. The community's origins trace back to westward exploration and expansion, the most significant influences being the Lewis and Clark expedition and the Union Pacific Railroad. It continues to serve as a major transportation center, but another major industry, meat packing, has moved with the times. The major urban growth of the community began in the mid-19th century and though the population is now stable, there is some shifting from the central city to developing suburban areas. The school system is coping with such changes, while reaping added benefits when school sites include areas suitable for outdoor environmental studies. Forward-looking educators continue to perceive a need for education directed at environmental quality. As in most communities, St. Joseph residents have and are aware of problems related to air and water pollution, to land and solid waste management, and to many other issues, including developing a sense of awareness and appreciation for the environment. Individually, many teachers in St. Joseph were already including lessons and activities for environmental education. Local education leaders, however, see a need for greater emphasis, leading to a system-wide approach.

Solution

Developed in Green Bay, Wisconsin, the I-C-E (Instruction-Curriculum-Environment) program materials provide kindergarten to 12th-grade teachers with numerous options to teach environmentally. Organized around a conceptual framework, suggested in-class and outside activities can be integrated into typical learning experiences already a part of the teacher's instructional program. Local adoption or modification, such as that arranged for the St. Joseph School District, can be readily achieved. The initial implementation stage involved 40 elementary- and middle-school teachers and principals with a training workshop, including a supply of instructional materials, and an emphasis on developing program sequence and using community resources to reinforce learning.

Events

Jerre Cooper, elementary coordinator, and Jean Jones, language arts supervisor, of the St. Joseph School District attended an NDN Awareness Conference at Kirksville sponsored by Project FACE, the Missouri State Facilitator. They were interested in the I-C-E program, and when they returned to St. Joseph, they initially generated positive interest among a middle-school staff of 15 teachers. Through negotiations with the Missouri facilitator and Project I-C-E, funds and time were set for a limited training session. After these arrangements were made, and before the scheduled workshop took place, a general announcement to elementary teachers easily generated 25 additional volunteers for the after-school program.

Jolene Schulz, the Missouri facilitator, had identified early an interest in environmental education in the state, and arranged for the Kirksville awareness program in October 1975. Within two weeks after this session, adoption negotiations ensued and

a training date scheduled was for December 1975. With a reasonably early adoption and with nearly five months available for program implementation, sample pre- and post-testing of students will be undertaken at grades 2, 5, and 8 to compare student impact in the adopting site with results at the original project site.

Effects

Transportation costs for two project staff members to St. Joseph for the training session was assumed by I-C-E; the Missouri facilitator, FACE, allocated funds to the St. Joseph District for program expenses, including I-C-E staff lodging, I-C-E materials for all participants, and a catered meal for the late afternoon-early evening training session. All costs average out to approximately \$30 per program participant. The district will purchase additional materials as needed.

Teachers participating in the program are in the implementation stage. The adoption commitment asks for instruction in at least 6 of the 12 program concepts. Pretesting at the sample grades was scheduled for early January, with post-testing in late April. Teachers are asked to complete a rating form for each lesson as an additional monitoring strategy.

EARLY CHILDHOOD • Dale Avenue Project • New Jersey → Iowa

DES MOINES: ONE PROGRAM LEADS TO (AND SUPPORTS) ANOTHER

Introduction

In Des Moines, elementary-school teachers are learning how to effectively use and merge two exemplary early childhood programs, one from Paterson, New Jersey (the Dale Avenue Project) and the second from Waupun, Wisconsin (Strategies in Early Childhood Education). Moreover, Glenn Clarkson, the Nebraska-Iowa facilitator, speculates that Des Moines' Moulton School will expand its reform of the elementary program to follow the targeted children through their elementary-school careers.

Setting

The Moulton School houses 550 students in prekindergarten through the sixth grade. Like the population served by the Dale Avenue Project, Moulton's student population is multiracial and the children often come from one-parent, low-income homes. The school qualifies for federal support under Title I of the Elementary and Secondary Education Act and for state support under Iowa's Project for Developmental Continuity (PDC).

Need

Rowena Beck, project director of the school's PDC effort, was searching for a way to eliminate gaps in children's learning and to produce gain in their achievement levels. She had one additional stipulation: the program had to be already developed and available for replication. She learned of Paterson's Dale Avenue Project--which seemed to meet all requirements--at a drive-in conference on early childhood education set up by Glenn Clarkson.

Solution

When Ms. Beck expressed interest in the Paterson project, the facilitator arranged for five administrators and teachers from Moulton School to visit the Dale Avenue Project in April 1975.

Events

"We had many questions about replicating the project before visiting the Dale Avenue School," says Ms. Beck. "We concluded after the visit, however, that the project plus the consultant-training services offered by staff members were what we wanted to bring to our school. We were trying to look ahead five years and decided that if we had made the right judgment on the program, we would be seeing happier, healthier, and better achieving children."

Following the visit, Ms. Beck and other staff members agreed to sign a contract with the facilitator to replicate the Dale Avenue Project in their school. Under the terms of the contract, Moulton School agreed to follow Dale Avenue's approach in grades 1 to 3, including the project's sequential objectives and devices for testing, recording, reporting to parents, individualizing instruction and grouping children.

Another program, Waupun, Wisconsin's Strategies in Early Childhood Education was already being used in the school's prekindergarten and kindergarten classes as it was in similar classes throughout the district. The decision was made to continue its use in Moulton School and to adopt Dale Avenue for grades 1 to 3.

The New Jersey project supports a wide variety of teaching and learning styles, but individual attention and small-group learning are considered necessary for effective use of the project's strategies. Teachers must learn to use and interpret performance objective test data in 10 areas to determine where children are in the curriculum and which children should be grouped together.

Costs for replicating the program have been shared by all participating parties--the Moulton School, the State Facilitator, and the Developer/Demonstrator. Two members of the Dale Avenue staff spent two and one-half days providing on-site training at the Iowa school in June 1975. Three follow-up visits help guide teachers in the project through their first year. At the on-site monitoring visit by the Dale Avenue trainer in October, Mr. Clarkson says that he and the trainer were impressed by the beginnings of grouping practices and by the teacher-made manipulatives and learning centers.

A month later, a Dale Avenue staff member visited the school for four days, which allowed her time to spend an hour or two with each teacher and to arrive at a list of goals for the teacher to achieve by the next scheduled monitoring visit.

Effects

Glenn Clarkson says he believes the project has "a real high chance of success because of the people involved." The program has required a lot of additional work by teachers, "but they have been willing and enthused about doing it," the facilitator added. He is particularly complimentary about the teachers' ability to use the records they keep on each child as a means of effectively grouping the children for instruction. "They not only know how to group the children, but they now know why they are carrying out particular groupings."

The facilitator is also impressed by the "tremendous involvement of parents." More than 400 hours of work were performed by volunteers in one month and several of the volunteers have put in 60 hours of work in a single month, he notes. It seems quite probable, he observes, that Moulton School will be an "admirable demonstration site" for the Dale Avenue Project during the 1976-77 school year.

ALTERNATIVE SCHOOLS • St. Paul Open School • Minnesota —> Michigan

NDN HELPS TEACHERS IMPLEMENT PLAN

Introduction

Sometimes the impetus for innovation comes not from the school district or State Facilitator but from teachers. This case study describes how a small group of teachers in Kentwood, Michigan, initiated a plan for an open school within their school and how support from the National Diffusion Network helped them bring it about--at a cost of less than \$20 per student.

Setting

Kentwood, Michigan, is described by most people who live there as a "typical middle-upper-class" suburb, in this case of Grand Rapids, Michigan. Most of its citizens work in professional, well-paying jobs, and the community strongly supports public education. Kentwood schools have experienced some problems during the past decade, but none of great magnitude.

Need

In late 1974, however, a few teachers at the Crestwood Middle School in Kentwood decided that the school could better serve some of its students by offering choices in the kind of structure available. Thus they developed plans for what they called an open classroom. They stressed that it was to be an option for some students, not a "wave of the future" for all students. They met with their principal and other teachers and received permission to begin with 30 students from the sixth and seventh grades.

Recognizing that they needed additional ideas to improve their open classroom, the two teachers read a variety of books on the subject and subscribed to magazines that they believed would help them.

Solution

A letter in the January 1974 issue of one of those magazines, Learning, seemed to deal with several needs of Kentwood's program. The letter described training available at the St. Paul Open School, a public alternative school in St. Paul, Minnesota. It explained that the school had received an award from the U.S. Office of Education that enabled it to train teachers whose districts wished to adopt or adapt some of its ideas and techniques. The letter also mentioned that funds were available in many states to help get people to St. Paul.

Events

Allen Jongekrig of Kentwood wasted no time in responding to the letter. The day after Christmas he wrote to the letter's author, the director of the Developer/Demonstrator information training at the St. Paul Open School. The St. Paul director responded immediately with information about the St. Paul Open School and its training program, and the name and address of the Michigan State Facilitator.

For two months letters and phone calls went back and forth between Kentwood, St. Paul, and Westland, Michigan (site of the Michigan facilitator office). The teachers in Kentwood credit Mike Syroupols of the Michigan facilitator office with effectively meeting with Kentwood administrators to explain, and help justify and finance, the training program in St. Paul.

With major financial assistance from the Michigan facilitator project, three Kentwood teachers spent two weeks at the St. Paul Open School. They helped teach, attended discussions with other interns and Open School staff under the Open School's program, and visited other alternative school programs in the Minneapolis/St. Paul area.

When they returned to Grand Rapids, the program at Crestwood Middle School expanded from 60 to 90 students. The teachers summarized the results of their trip as follows:

1. Volunteers: "After compiling a list of parents who were willing to help and the kinds of things they were willing to do, we used parents to teach miniclasses (macrame, weaving), to type materials, and to help us learn about G.R. Many parents have driven groups of students to many different places."
2. Conferences: "We each had conferences before the school year started with our advisees and their parents (as suggested to us by the St. Paul Open School). During the conferences we discussed the program, evaluation, goals, and anything that students or parents wanted to discuss in regard to alternative learning programs."
3. Evaluation: "We have not used letter grades for the past two years. This year we listed specific skills in each area along with various minicourses. As a student learns these skills or becomes involved in a miniclass, it is noted in his evaluation booklet. Parents periodically see the booklet."
4. Minicourses: "We liked the idea of project-centered classes we saw in St. Paul, and so we have picked up on that and have offered various kinds of miniclasses taught by teachers or students or parents. Examples: Creative Writing, Photography, Stock Market, Math Labs, Weaving, Science Labs, Capitalization & Punctuation, Christmas Around the World, Bicentennial Meal."

Effects

The Michigan teachers also reported efforts to increase greatly the range and scope of alternatives available in Kentwood public schools. As a result of their experiences in St. Paul and pressure from parents in Kentwood, the teachers are helping develop plans for a kindergarten to grade 12 alternative in the district. The teachers are also participating in planning expansion of their present program.

These changes entailed three kinds of costs:

1. Substitute teaching (3 staff members x \$25/day x 10 days - \$750). This cost was assumed by the district.
2. Travel (3 x \$85 roundtrip air fare from Grand Rapids to St. Paul - \$255). The Michigan facilitator paid this cost.
3. Per diem--i.e., room and board in St. Paul (3 x \$25/day x 12 days - \$540). The Michigan facilitator paid this cost.

The total direct cost is approximately \$1500, or \$16.66 per student currently participating. The cost will decrease greatly as the number of students increases, since no equipment or material is being consumed. Thus, in two years the cost will have decreased to about \$8 per student, assuming that 180 students participate. (Note: The Michigan facilitator also provided about \$475 for materials. These were very helpful but not necessary for the adaption.)

The community's reaction has been extremely positive. There now is a waiting list of students trying to get into the Kentwood Open Program. The community has responded favorably to efforts to expand the program and parents have commented on their children's "much better attitude toward school" and "new-found interest in learning"--and on "how much easier it is to get my child out of bed in the morning." Other parents have expressed pleasure at opportunities to share their skills and resources with students.

SECTION IV

Training: Preparing for Use of the Innovation

NDN LESSONS:

- Organized implementation assistance has proved to be a key factor in successfully improving educational practice.
- Teachers and administrators need to gain an understanding of the philosophy and process underlying a particular program if they are to implement it successfully. If they are provided only the opportunity to learn about it through written or audiovisual messages, there is no assurance that they will receive, understand, or act on the message. Distortion easily occurs unless interpretation is provided and questions and concerns can be quickly answered by experts on the program.
- Adequate training must accompany any attempt to adopt a new program, and those trained must have someone to turn to for help when problems arise.
- Training in program management as well as program content increases the chances of a successful adoption.
- One benefit of a linkage system is that it can increase the number of people who can train others in the ideas and techniques of a new program.

SPECIAL EDUCATION • Project Success for the SLD Child • Nebraska —> North Carolina

PROJECT SUCCESS: FOR STUDENTS AND TEACHERS

Introduction

One of the key components in the adoption of a validated project is adequate and appropriate teacher training. The teacher who is expected to use a particular program or educational strategy must be enthused and knowledgeable about it and must be able to demonstrate its efficacy in the classroom. In the following case study--the adoption of Project Success for the SLD Child by a New Bern, North Carolina, elementary school--staff members of Project Success shared their expertise with teachers in the adopting district. Did the adoption take? In the teachers' view, the answer is yes, as illustrated by their comments excerpted at the end of the case study.

Setting

The Albert H. Bangert Elementary School in New Bern, North Carolina, serves grades 1 to 4. The students, numbering 450, come from varied socioeconomic and ethnic backgrounds. All live in New Bern. The school is staffed with 17 classroom teachers, 3 supplementary reading teachers, 3 aides, and a resource teacher to help with students classified as educable mentally retarded. Itinerant services are provided to the school by a speech, language, and hearing clinician; a physical education teacher; and art and music teachers. A learning-disabilities consultant makes biweekly visits to the school and a school psychologist is also available.

Need

The Bangert staff noted that many of the students in the school were not achieving adequately. Other evidence of nonachievement became evident in annual reading and achievement tests. The staff began to search for a program that could be used in the diagnosis and identification of nonachievers and one that could provide prescriptive instructional techniques.

Solution

Project Success for the SLD (Specific Learning Disability) Child became known to the school psychologist and to parents of exceptional children in the New Bern area. They worked with North Carolina's Southeast Facilitator in Jacksonville.

Project Success offered what the Bangert staff members wanted: a program that could guarantee success for the child with a specific learning disability. Such a child usually has average or above average intelligence, with intact senses and normal motivation, but success in the classroom frequently eludes him. Under Project Success, SLD children stay in the regular classroom but the curriculum is modified to fit particular, identified needs.

The project's testing program can be used to identify the SLD child at the kindergarten level. Then, classroom teachers form instructional plans by using three curriculum plans that were developed by Project Success. They are: a structural linguistic program that makes use of many of the child's senses as he learns to read, write, speak, and listen; motor-perception training that emphasizes the relation of movement to learning; and additional curriculum modifications to capitalize on the ways each child learns best.

Events

Selected staff members of the Bangert School visited the Developer/Demonstrator school in Nebraska, where they gained more precise understanding of the program. Following the visit, Project Success staff provided extensive inservice training for all members of the Bangert staff and support personnel. Three follow-up visits were made to the school by Project Success staff and a third was planned toward the end of the school year. The visits allow for sharing new techniques, for answering questions, for resolving specific problems, and for conducting classroom demonstrations and teacher conferences.

Effects

Project Success is being used in seven classrooms and in the program carried out by resource personnel at Bangert. A total of 90 children were identified as having specific language disabilities: 32 in grade 1, 19 in grade 2, 18 in grade 3, and 21 in grade 4. In addition, says Principal Thomas H. Ragland, children other than those identified as having specific disabilities are using the materials prescribed by the project. For example, Majorie T. Johnson tells how she uses Project Success in her work with educable mentally retarded (EMR) students: "The aspect of Project Success that has been most helpful to me in my work with EMR students," Ms. Johnson says, "is the phonetic approach to letters, words, and reading. The project and its materials have allowed me to start at the very beginning with fourth-graders who do not know their letter sounds or the letters themselves. I have found that the three Rs of working with the SLD child (routine, regularity, and repetition) also apply to the EMR child. My students come every day knowing what to expect and--more important--how to handle it. They get so excited when they can sound out and read or spell words--some only three letters. But to them and to me, one achievement is just as large as the other. Some of the children are realizing that they can use the letter sounds to sound out words outside of the classroom."

Mr. Ragland also emphasizes the importance of the project's testing and evaluation procedures. "Day-by-day evaluation in all areas of the program lends itself to flexibility in instruction, a teaching plan for organization, and an evaluation tool." Project Success also ties in closely with the school's supplementary reading program, since both emphasize the visual and auditory approach to reinforce reading.

For the future, plans have been made with Craven Community College to allow volunteer student aides in the program. It seems likely, also, that the program will continue its dramatic impact on the teaching staff and on the general instructional program, judging from the comments of teachers who are now using Project Success in their classrooms:

- "My children seem to enjoy all of our new materials. Their interest in school seems to be greater; they are more serious about their work; and classroom discipline seems to be improved. I credit this to the program because it has enabled them to experience success while their basic skills are being strengthened. My involvement in Project Success has given me an opportunity to vary from my traditional methods. It's been very refreshing and satisfying, especially when I see nonreaders experience success."
--Sherry Salter, fourth-grade teacher
- "Project Success' language arts manual offers a planned program of instruction for each day. The teacher simply opens the manual and follows the step-by-step procedure for teaching each new skill. Having all this planned saves valuable time which can be used with the children. With my class of slow learners, the constant drill and repetition are most beneficial. My children are learning and it is great!" --Kathy Saunders, first-grade teacher
- "Project Success has been one of the most rewarding educational programs that I have experienced. As supplies arrived at the beginning of the year, I began putting them to use with the SLD child. Immediately I could see the difference. The SLD student began to display a greater interest, and progress could be seen. There was such a variety of materials that our teachers were enthusiastic about each day's work. I have incorporated the program into my daily planning because it has been so successful." --Martha M. Thompson, third-grade teacher.

READING • PEGASUS-PACE • Alabama

SUPPORTING "THE MOST IMPORTANT ELEMENT"

Introduction

"Perhaps the most important element of an adoption program is the individual classroom teacher." This statement, by the director of a reading-program adoption, comes from a filmstrip presentation made for other potential adopters. The filmstrip tells how an Alabama county adopted Project PEGASUS, a continuous-progress reading program developed in a neighboring county. "A basic precept of the PEGASUS philosophy is that the teacher be a voluntary participant who will offer considerable emotional investment to the program," the adoption director continues. "And there is no better way to foster teacher interest than actually presenting the program to them."

Others who played an important role in this adoption were county school administrators, the staff of the Developer/Demonstrator project, the University of Alabama, and the Alabama State Department of Education, which awarded the adopting county a grant under Title III of the U.S. Elementary and Secondary Education Act. This case study shows how each of these groups contributed to the successful transfer of new teaching methods.

Setting

Fayette County, Alabama, the site of the adoption, is a rural area in the northwestern part of the state. More than 95 percent of its land is either vacant or forest or farm land. Per capita income is low, and much of the housing in the county is substandard and dilapidated. The county adjoins Tuscaloosa County, where Project PEGASUS was developed.

Need

Low reading achievement in the county pointed to a need for a comprehensive diagnostic-prescriptive reading program. PEGASUS was such a program, and its low cost (less than \$20 per student in a 4000-student adoption) and exportability added to its appeal.

The adoption, known as Project ADAPT (Adaptation and Preparatory Training) was designed to fill a particular need for a bridge between educational research and classroom implementation. Recognizing that many effective new teaching strategies fail to be implemented because teachers are unable or unwilling to use them, Project ADAPT emphasized adequate orientation of teachers and provision of materials.

Solution

Project PEGASUS (Personalized Educational Growth and Achievement; Selected Utilization of Staff) is a continuous-progress reading program that specifies performance objectives and corresponding diagnostic instruments within 17 reading levels from kindergarten to grade 7. Teachers determine students' entry levels, diagnose needs for instruction in particular skills, group and subgroup children according to needs, provide personalized instruction, and conduct formative evaluation of skill attainment. They use a variety of instructional approaches, and draw on a resource file of plans for skill-development activities, organized for rapid, average, and slower-attaining students. By teaching students at a level compatible with their achievement and performance, the program is intended to enable students to experience success.

Developed by the Tuscaloosa City Board of Education, the program was approved by the U.S. Office of Education as a Developer/Demonstrator project. Its dissemination arm is Project PEGASUS-PACE (Personalized Approach to Continuous Education).

To enable teachers to acquire practical skills, Fayette County's Project ADAPT specified a seminar-workshop format with experiential training. The project has two phases: a two-week seminar-workshop for teachers and a pilot PEGASUS-PACE adoption in the county school system.

Events

The Fayette County School System became aware of PEGASUS-PACE when the Developer/Demonstrator mailed workshop information to all school superintendents in Alabama. As a result, several Fayette County administrators and teachers attended a three-day workshop in Tuscaloosa to learn about the program. The county later applied to the Alabama State Department of Education for a Title III grant, and received an award of \$22,500 for the seminar-workshop and the pilot adoption.

Forty-five teachers from Fayette County and five neighboring school systems attended the two-week seminar-workshop in August 1975. The first week of the workshop was conducted by PEGASUS-PACE staff; ADAPT staff assisted them and then took charge of the second week's activities.

Twenty of the teachers chose to pursue a related course offered through the University of Alabama Department of Continuing Education and taught by PEGASUS-PACE director Marie Sinclair and ADAPT personnel. The teachers received graduate-school credit for participation in after-school course sessions. The PEGASUS director believes that the course option has contributed significantly to the success of the pilot adoption.

During the 1975-76 school year, the PEGASUS approach was implemented in 26 third-grade classrooms in 3 elementary schools in Fayette County. Plans were being made to expand the program to all classrooms in grades 1 to 4 and to some intermediate and junior-high-school classes during the 1976-77 school year.

Effects

The final evaluation of the adoption, to be completed by August 1976, was to compare the reading achievement of third-graders who participated in the program with that of third-graders who did not participate. PEGASUS director Marie Sinclair stated in January 1976 that initial progress was slow, as in any adoption, but that the pilot program was operating on schedule and all the participants were well oriented to the program.

In the filmstrip for potential adopters, ADAPT director Roger Handley described Fayette County's interest and enthusiasm as "tremendous." Excerpts from comments made by teachers who attended the seminar-workshop illustrate the commitment produced in "the most important element":

- "This was the most useful workshop I've ever attended in that the staff was prepared to 'show and not tell.' Materials were furnished, etc. Very enjoyable!"
- "This workshop has been very beneficial to me as a classroom teacher. The workshop staff did an excellent job. I do hope there will be a follow-up workshop."
- "The workshop has been a great help to me. I have learned several things about testing students for their reading levels that I did not know."
- "I have learned so many things that I plan to carry back into my classroom. I plan to use Project PEGASUS and make it worthwhile."

SPECIAL EDUCATION • Northwest Special Education • North Dakota

UNIVERSITY SETTING HEIGHTENS IMPLEMENTATION

Introduction

In North Dakota, an unusual adoption setting--university classes for prospective special-education students--results in widespread dissemination as the student graduate and take teaching jobs throughout the state and elsewhere. The program director, who travels 300 miles from the development site to conduct two-month training sessions at the university, is pleased with the setting because it produced in-depth, high-quality implementation. Federal support under Title VIG of the Elementary and Secondary Education Act as well as the National Diffusion Network contributed to the university's decision to offer training in the program. The following case study describes how the adoption came about.

Setting

The site of the adoption is the University of North Dakota and three parochial schools in Grand Forks, in the eastern end of the state. The implementers are graduate students enrolled in special-education courses at the university's Center for Teaching and Learning. For practicum teaching experience, the students work with children enrolled in the parochial schools.

The originating site, Burke County, lies some 300 miles away in the northwestern part of the state. A sparsely populated area, its principal industries are grain farming, ranching, and some oil and coal development. Five school districts serve 1200 children in grades 1 to 12. The project, Northwest Special Education, has its central office at the Burke Central School in Lignite. For 1974-75, the state office for ESEA Title VIG designated the project as one of two sites in the state for practicum student teaching, as a joint effort of the university and the state office.

Need

For 1975-76, the university decided that it wanted to provide course training as well as practicum teaching in the program. The reason, according to Northwest Special Education Director Joan Bonsness, was the program's specificity. The program's emphasis on continuous objective-writing and evaluation provides trainees and their supervisors with detailed information.

On the part of the parochial schools in Grand Forks, the need was clear. Until the schools installed the practicum teaching, they had no provisions for students with learning disabilities.

Solution

Northwest Special Education trains teachers to develop individualized instructional methods and materials for students with specific learning disabilities in grades 1 to 7. It stresses diagnosis, setting general objectives, and formulating and evaluating objectives for each teaching session as means of gaining ever-increasing knowledge of students. Methods and materials are revised as necessary. The program seeks to help teachers become creators, rather than dispensers, of curriculum.

Events

The university invited program director Joan Bonsness to teach and supervise students in Grand Forks for two months of each semester of the 1975-76 school year. In a team-teaching arrangement with two other instructors, she taught courses on an introduction to learning disabilities and on assessment. She also supervised the students' practicum teaching in three parochial schools. About 25 students participated each semester.

At midwinter, the director had completed the first training session and was planning to travel to Grand Forks in March for the second. A training kit had become available and had been given to students at the start of the second-semester courses; the director hoped that the Northwest process would already be successfully operating when she arrived in March.

Effects

Most of the first-semester students had graduated from the university and taken jobs as learning-disabilities teachers. Most of the jobs were in North Dakota but some were in other states. Some of the students remained at the university. The developer had also trained two public-school consultants in Grand Forks as turn-key trainers. One teacher who expressed interest in the training kit said, "I need this kind of organization to assure compliance with new state legislation and accountability requirements."

Joan Bonsness said that she was pleased with the high quality of the adoption in the university setting. She commented that implementation by people knowledgeable in all facets of special education "heightens all dimensions of the program. The product becomes more sophisticated. The product ended up being different. It's really exciting to see it happening."

SPECIAL EDUCATION • All Children Totally Involved Exercising • New Jersey —► Rhode Island

ACTIVE "TURNS ON" RHODE ISLAND WITH A TURN-KEY APPROACH

Introduction

Cooperation and coordination are helping to spread New Jersey's highly successful and well known physical education program for handicapped persons. The project is ACTIVE (All Children Totally Involved Exercising), a comprehensive program that usually requires no additional staffing and no special facilities. Instead, classroom teachers are taught how to provide individualized physical education programs for their handicapped students, working in a very limited amount of space, if necessary.

The following case study describes how ACTIVE and the National Diffusion Network teamed up with a state training center for teachers in Rhode Island and one of the state's institutions of higher education. The purpose was to train "turn-key" teachers and administrators, i.e., educators who could, in turn, train others in their school districts in the use of ACTIVE. The case study illustrates that adoption of a validated project does not have to take place on a one-to-one basis between the Developer/Demonstrator district and the adopting district. In the case of ACTIVE, one teacher can train all others in a district, thereby setting the stage for an adoption. In this type of turn-key operation, the initial job of the Developer/Demonstrator is to reach as many teachers from as many districts as possible, thus guaranteeing a supply of turn-key candidates and of future trainees. The next step is to let the effects of the turn-key operation take hold. That's what happened in Rhode Island, as the case study shows.

Setting

The site of the adoption is, indirectly, the entire state of Rhode Island. There, in a USOE-supported teacher training center, called the Alternate Learning Center, teachers and administrators from all over the state receive inservice training in research and development efforts that have proved to be successful in meeting school needs statewide.

Need

Annually, the Alternate Learning Center surveys teachers and administrators to determine statewide needs of high priority. In response to the 1975 survey, teachers and administrators rated physical education programs for the handicapped as one of three priority areas.

Validated programs that meet the priority needs are reviewed and recommended by a committee composed of personnel representing the State Department of Education, teachers, administrators, higher education and the community. Project ACTIVE was recommended as one of the validated programs worthy of consideration by the center.

In-depth materials on ACTIVE were provided to ALC director, Alan Sinclair, by the New Jersey Facilitator Project and ACTIVE itself. After reviewing the materials, Sinclair scheduled three awareness workshops on ACTIVE to be held at the center's annual conference, October 8-10, 1975.

Solution

During the three days of awareness workshops, conference participants were "very receptive" to ACTIVE, says its director, Thomas M. Vodola. He notes, for example, that 137 teachers submitted applications to be trained as turn-key trainers. One turn-key teacher was trained during the three-day workshop period, and three more were scheduled to be trained at the Developer/Demonstrator site in Oakhurst, New Jersey. All turn-key teachers are awarded three graduate credits by Rhode Island College.

Under the agreement set up by Vodola with adopting districts, each of the districts must have one or more teachers successfully achieve 20 of the 25 ACTIVE competencies, and the turn-key teacher must train at least one additional teacher in his or her respective district. In addition, the district must agree to adopt one or more of the program components. The components are aimed at meeting particular needs of particular groups, such as the Low Motor Ability component for mentally retarded or learning disabled students; the Nutritional Deficiencies component for malnourished individuals; the Postural Abnormalities component for those with body mechanics problems; the Breathing Problems component for those with asthma, emphysema, or cystic fibrosis; or the Communication Disorders component for blind, deaf, autistic, or aphasic students.

A district that meets ACTIVE's conditions for adoption receives the following services and materials from the Developer/Demonstrator project, according to Vodola:

1. Subscription to the ACTIVE Newsletter.
2. Individualized motor and physical fitness time prescriptions for pupils who participate in the program.
3. Certificates of merit for handicapped individuals who exhibit 20 percent or greater performance gain scores.
4. Assistance in designing research studies and analyses.
5. Test forms for program implementation.
6. Consultant services.

Events

In February, 1976, the four turn-key trainers in Rhode Island started to conduct 40-hour training programs for teachers who enrolled during the awareness workshops. The program will be monitored by ALC staff members and they will provide consultant services and on-site building monitoring for any district adopting the program. In the meantime, from ACTIVE's home base in New Jersey, Vodola will evaluate the turn-key approach to gauge its effect on both the trainees and on Rhode Island's handicapped youngsters.

By September, 1976, Vodola says, five school districts in Rhode Island will be providing individualized/personalized physical education programs for their handicapped children. "Based on past experience," he adds, "we anticipate that these pilot programs will stimulate similar programs in other regions of the state."

SPECIAL CURRICULUM • Curriculum for Meeting Modern Problems • Ohio —► Florida

CUBAN IMMIGRANTS BENEFIT FROM NDN

Introduction

Private as well as public school students must receive benefits from federally funded programs. Hence State Facilitators and Developer/Demonstrators attend to the needs of all local school systems that might be interested in adopting validated programs from other states.

This case study shows how an archdiocesan school system that serves the special needs of Spanish-surname students has profited as it successfully adopted a public school program originally developed more than 1000 miles to the north.

Setting

Msgr. Edward Pace High School, a 9th- to 12th-grade high school in Greater Miami, is a coeducational parochial school belonging to the Catholic Archdiocese of the Miami School System. The income of most families in the area is between \$4000 and \$10,000 per year. The school population of 1000 is 53 percent white, 44 percent Spanish-speaking, and 2 percent Black.

Need

The school identified the following priority needs and goals:

- To improve self-concept of Cuban students.
- To improve mutual understanding between American and Cuban students.
- To implement a program designed to meet personal needs of communication and personal acceptance in a society where very often students don't find this in their families.
- To offer behavior alternatives other than negative ones to cope with problems.
- To increase group interaction among students.
- To improve student's self-concept, mutual acceptance, and positive reinforcement.
- To create a reasonably nonjudgmental atmosphere for self-expression.

Events

The Miami Diocesan Director of Federal Programs, Sister Infanta, became aware of The New Model Me through the office of the Florida State Facilitator in Chipley, Florida, (Panhandle Area Educational Cooperative). When she learned that a two-day training workshop would be held in Orlando in May, she asked the principal of Msgr. Edward Pace High School, Brother James Damian, if he had anyone on the staff interested in being trained. As a result, Carmen Zabalegui of the guidance staff was selected to attend the training workshop. When she returned from the workshop, she shared the curriculum materials and techniques with the school's three other guidance counselors.

Solution

The Curriculum for Meeting Modern Problems (The New Model Me), developed in Lakewood, Ohio, is a high school curriculum designed to help students understand the causes and consequences of behavior. It emphasizes decision-making skills, values, constructive alternatives to negative behavior, and communication skills.

Effects

All of the school's 225 9th-graders participate in the program. They are divided into 12 groups of 18 members. Each group meets once a week with one of the four counselors during the regularly scheduled religious-education period. The counselors meet once a week for planning.

The only cost to the school is the portion of the counselor's salaries that it spends in the program. No additional staff members were needed, and the curriculum materials were supplied by the Florida facilitator.

The counselors describe the results as follows:

- "We're very happy with the program. In general, the students like it. Some are becoming very open and sharing; they have the freedom to share and express their feelings."
- "There is still much apathy, but the students appear to be profiting from the experience."
- "I find that I can express my feelings to students and they accept them."
- "One of the hardest things to do is to evaluate our results. But we have decided not to evaluate by how comfortable we are as teachers. This kind of program shares responsibility in the classroom and I sometimes feel more uncomfortable than in a traditional situation. I'm thinking on my feet all the time. It's more work, but it's worth it. At least they forget their differences for a while."
- "Ground rules are still important. They can pass on an activity, but not interfere. Correction is still necessary at times. Some still see it as a 'fun-day.'"
- "Little reaction of the community to what we're doing. This is very typical in our school."
- "The support of the administration has been terrific. They've given us freedom and co-operation. Often they are not sure exactly what we're doing in an activity, but whatever it is they think it's proving to be worthwhile."
- "The teachers who have them the other four days a week think that there is a more relaxed atmosphere and more cooperation."

Plans are being made to continue the program next year. A follow-up session with the Developer/Demonstrator staff to discuss successes and pitfalls with other Florida adopters was scheduled for February 1976.

LANGUAGE ARTS • Individualized Language Arts • New Jersey → New York

CROSSING A STATE BORDER--BUT STILL CLOSE TO HOME

Introduction

A successful transplantation of a USOE approved program may occur almost anywhere, in a nearby school district or in a far-distant one. The critical factor is the presence of a linking arrangement that does not restrict the original program developers to working with and training only those within their own state's borders. From Weehawken, New Jersey, to Yorktown Heights, New York, the distance by road is perhaps only 60 miles, but a state border intervenes. This case study shows that geographical boundaries need not be barriers to the transfer of useful educational materials.

Setting

Yorktown Heights, a suburban, middle-class community in Westchester County, New York, has four elementary schools (kindergarten to grade 6), one middle school (grades 7 and 8), and one high school (grades 9 to 12). Representatives of all these schools began to participate in the Weehawken Individualized Language Arts project during 1975-76 school year. Altogether 435 children, 15 teachers, and 7 administrators are participating in the first year of implementation; they constitute approximately 5 percent of the teachers, 9 percent of the children and 50 percent of the administrators (at least one from each school) in the district.

Need

Yorktown Heights began its relationship with the program early in the spring of 1975. A three-year language-arts committee comprised of 12 teachers and 1 administrator, which had decided that composition instruction was to be given high priority, became aware of the ILA program through a mailing from the Elementary and Secondary Education Act Title III office of the New Jersey State Department of Education. A delegation of one principal and four teachers visited the project site for an awareness meeting. After the necessary producer-consumer agreement was signed, a cadre of eight teachers and one principal, all members of the original language-arts committee, were instructed in the ILA program at one of the regularly scheduled 12-hour (two-day) training sessions given by the project staff in New Jersey in August 1975.

Solution

Individualized Language Arts: Diagnosis, Prescription, and Evaluation, developed in Weehawken, New Jersey, aims to improve all aspects of children's composition skills in kindergarten to grade 12. It combines a language-experience approach with instruction in up to 25 language-manipulation techniques, based on linguistic theory but requiring no formal knowledge of grammar, which help children become more proficient writers and editors of their own work. These techniques may be administered by the teacher on either an individual or group basis, and either prescriptively or developmentally. The program is also applicable in the content areas, and links writing organically with reading, speaking, and listening. A teachers' manual, available at cost, is the only instructional resource. (Manuals cost \$12.50 for the first one and \$10 for each subsequent one purchased. However, material in the manuals can be duplicated freely for use in a school district.)

For this particular district, a plan was formulated for approximately five half-day follow-up visits over the 1975-76 school year. (Yorktown Heights is able to hire substitutes in order to release teachers for inservice training.) These sessions were intended to combine follow-up consultation with training for the additional staff now involved in the program as trainees. (Thus, approximately half of the teachers were

instructed during the summer of 1975, and the other half are now being trained over the course of the school year.) Also included in these five follow-up sessions are awareness activities attended by representatives of up to 20 school districts who are serviced by the state Bureau of Cooperative Educational Services.

Effects

Although it is early in the project's history of implementation, which normally requires two to three years for full installation, the teachers and administrators have reported (via ILA's Implementation Survey for Consumer School Districts) that they are seeing "greater expression and more care with pupil work," and that the "outlining and rewriting aspects have already assisted greatly in better sentence construction and improved accuracy in usage, capitalization and punctuation."

The program was noted as being "well received" by administrators, and they were "highly supportive"; "great enthusiasm" and "willingness to share" were reported as teachers' attitudes, and students were described as "really enjoying their experiences."

The cost for replication of the ILA project in Yorktown Heights is higher than it is in most of the other consumer districts using the program, because Yorktown Heights has decided to purchase manuals for each person in the program and for many teachers who are not yet participating. Moreover, this district releases teachers for the in-service workshops and must therefore hire substitutes for \$30 a day to replace them.

Plans for the future include spreading the program gradually into adjacent grade levels and additional teachers in the present schools. The exact procedure has not yet been established and turn-key trainers have not yet been identified, however. Final plans will be worked out with the help of the project team by the end of the present school year.

READING • Catch-Up • California → Illinois

"PIP" AIDS RURAL SCHOOL

Introduction

In a farming community in Illinois, a four-room school that serves grades 1 to 8 is now able to offer its students individual assistance in reading and mathematics. This capability results from the school's adoption of Project Catch-Up, a program that provides supplementary instruction in an attractive "laboratory"--in this case housed in a newly leased modular unit outside the school.

The adoption illustrates a new dissemination effort begun by the U.S. Office of Education in the spring of 1973: development of self-contained Project Information Packages (PIPs) to guide installation of successful educational projects. Designed to produce complete adoption, the PIPs describe administrative procedures and staff training as well as instructional methods. Project Catch-Up, developed in Newport Beach, California, was selected by USOE not only as a Developer/Demonstrator but also as one of six projects to be sponsored under Title III of the Elementary and Secondary Education Act in 1974-76 field demonstrations of PIPs. The six projects provide reading and/or mathematics instruction to underachieving students in low-income areas.

Setting

Oak Grove School is located in a rural community in Illinois. The principal occupation is farming corn, wheat, and soybeans. Only one building lies in view of the school. Wayne City, seven miles away, has a population of 1000. About 25 percent of the community's inhabitants have incomes below the poverty level. One of five attendance centers in Wayne City Community, Unit District 100, the school serves 81 children in grades 1 to 8. They travel to school by bus. The school contains four large classrooms with two grades per room.

Need

Because of the school's size and the doubling-up of grade levels, it was difficult for the school to provide extra or diagnostic assistance to children who needed it. The school was under pressure from the Illinois Office of Education either to reorganize (in conjunction with other district schools) so that it had one grade per teacher or to provide some kind of individualized instruction.

Solution

Oak Grove principal Joel Draper became aware of Project Catch-Up through a USOE memo to school superintendents that described the Project Information Packages. Applying for funding through ESEA Title III, he received a grant to replicate Project Catch-Up, whose laboratory approach seemed particularly well suited to the school.

In Project Catch-Up, children leave their regular classrooms for 20 to 60 minutes a day to receive special instruction in a well-equipped, attractively decorated laboratory. Teachers and aides work with one to five children at a time. The program operates in mornings only, when students and teachers are fresh. The instructional approach is flexible; staff members are encouraged to use a variety of techniques and materials to help students meet clearly defined objectives. Each teacher takes responsibility for 18 students, each teacher aide for 10. The program originated in the Newport-Mesa Unified School District in southern California, where it has been operating since 1966.

Events

Although funding was to begin in the late spring of 1974, funds did not reach Oak Grove School until late August. Planning in advance, however, Mr. Draper arranged to lease a two-section modular unit for use as the laboratory and had it installed soon after funds were released. He organized a team of one lead teacher, two other teachers, an instructional assistant, and representative parents to undertake the inservice training outlined in the PIP. Fifty-three children--those who scored in the 50th percentile or lower on Metropolitan Achievement Tests--were identified to participate in the program.

The school ordered the necessary materials and equipment and secured tests. By the end of September, although many of the instructional materials had not yet arrived, Project Catch-Up began to take shape in the school. When Fay Harbison, director of the original project, visited in late spring, she found the school's project very close to the original in appearance and operation.

Effects

As a result of an evaluation by Stanford Research Institute, the project was declared a success in its ability to replicate from the PIP the essential ingredients of the original project.

In their own evaluation, the Oak Grove staff reported that "The students have covered more material this year than last....Classroom teachers also report that students are more independent in their study activities than they were last year....Students are more eager to learn than they were at the beginning of the school year." In tests in the spring of 1975, children at each grade level scored from 0.9 to 2.3 levels higher (on Illinois norms) than children at the same grade level the previous year.

The staff reported that parents of students in the program said they had noticed improvement in their children's reading and math skills, as well as a more positive attitude toward school on the part of their children. The only negative comments reported by parent representatives were from parents of children in other schools who complained that Oak Grove had the exclusive use of the laboratory. They wished the laboratory would serve their children.

Mr. Draper described the first-year success as "very good" and the school as "very happy" with the program. What about the process of using a PIP? "There were times when I would have liked to have had someone I could call," he said. "The package was well written and will be even better written when it is revised by RMC Corporation. But I still feel personal contact should be available, although we made it through reasonably well."

The program is now in its second year (1975-76), serving 45 children. First-year funding for equipment, materials, and staff was \$60,000; second-year funding was considerably less because of the materials already acquired.

SOUTH CAROLINA ADOPTION SPURS STUDENTS' COMMUNITY ACTIVITIES

Introduction

In South Carolina, high school students from 10 school districts are now conducting polls, hearing presentations by government officials, and participating in other community activities in politics and law as a result of a social studies program successfully transferred from New Jersey. Since the program seems to suit South Carolina's five-year educational plan, turn-key trainers may soon be introducing the program to other schools throughout the state. This study shows how the National Diffusion Network helped South Carolina educators find and implement a program that met some of their objectives.

Setting

New Jersey's Institute for Political and Legal Education (IPLE) has designed a year-long high school social studies program to provide students with information and practical experiences leading to a heightened understanding of the political and legal process. The program stresses: 1) the acquisition of knowledge; and 2) the involvement of students in the community (i.e., canvassing, polling, internships) after completion of classroom training in the necessary participatory skills through role-playing and simulation games.

The three components of the full curriculum include voter education, government, and individual rights, but the units may be used individually for minicourses.

Need

Educators in South Carolina, examining the U.S. Office of Education's nationally validated projects, saw that some of their long-range goals might be met through the IPLE program. Individual school districts were invited to an IPLE awareness session by the South Carolina State Facilitator. The districts expressed these needs: a) to assist students to accept responsibilities as well as to know their rights; b) to provide activity- (community-) oriented activities; and c) to initiate law-related education in the curriculum.

Events

The adoption/adaptation sites of the IPLE program in ten South Carolina districts represent a cross-section of urban, suburban, and rural areas. Adoption events included:

1. Visits to the Developer/Demonstrator by the State Facilitator's field representative and by the Department of Education social studies consultant in December 1974.
2. A one-day awareness session conducted by IPLE staff in South Carolina for teachers and administrators invited in February 1975. This session provided an overview of the program and a demonstration of selected teaching strategies for both political and legal education. In addition, a planning meeting was held with key decision-makers from the Department of Education, the State Bar Association, the American Bar Association, and the Governor's office to discuss IPLE implementation.
3. A one-week training session for teachers in South Carolina in June 1975.

4. A three-day training session for additional teachers in September 1975.
5. A one-day follow-up session with project teachers for additional training and program evaluation in November 1975.

Effects

School districts have begun implementation of the IPLE program by introducing the materials in existing civics courses and/or initiating elective pilot courses. This approach is in line with the Institute's recommendation of a two-year "phase-in."

Students and teachers have reacted favorably to the curriculum materials and community activities, as the following comments indicate:

"innovative material"

"fantastic approach"

"increased cooperation among students with classes working together"

"involvement of community officials, educators and parents" as exemplified by:

- the use of university consultants in developing a random sampling for a community research project
- the assistance of parents in student canvassing activities
- the participation of community leaders on a mini-board of advisers
- the classroom presentations by various government officials (in one instance initiated as a result of students' learning of an alleged police-abuse charge and wishing to investigate)

Generally, the costs of replicating the program are minimal after initial teacher training and the purchase of the curriculum kit. Though reproduction costs of pass-outs can be expensive, some districts have been successful in getting community assistance; for example, one community organization typed and printed several hundred community survey questionnaires. In addition, a class fee can be charged in lieu of the traditional textbook fee. Consequently funding of the project does not appear to be a problem.

Because the IPLE materials and approach are in line with South Carolina's five-year educational plan, the project will probably be introduced in an increasing number of schools as turn-key trainers begin working.

READING • ECRI • Utah → New Jersey

COOPERATION PAYS OFF

Introduction

Teamwork by the New Jersey State Facilitator Project, the state's Right to Read program, and a popular Utah project has improved the competence of teachers in teaching reading in more than 25 New Jersey districts. Moreover, the cost has been low and district commitment is high. A description of how the feat was accomplished follows.

Need

At the request of the New Jersey State Facilitator Project, the state's Right to Read staff identified Utah's ECRI project (Exemplary Center for Reading Instruction) as one of a number of reading programs that could respond to the needs of the state's school districts.

Subsequently, a Right to Read staff member observed an ECRI training session for teachers in Manchester, New Hampshire. On the basis of that experience and a review of ECRI materials, the Right to Read staff and the State Facilitator decided to make ECRI available to interested districts in the state.

Solution

ECRI generated the same kind of support from the Right to Read staff as it did during the demonstrations in the state of New Hampshire, described earlier. ECRI's appeal is its concentration on training teachers in a series of techniques that are important for reading success. A second reason for its appeal is the fact that it is not connected to any specific management design or set of commercial curriculum materials--making it highly adaptable.

Events

The New Jersey Right to Read staff donated the time of two staff members to spend five days during July 1975 in Salt Lake City, ECRI's home base. There, they were trained as "rainers" who could, in turn, teach others how to use ECRI.

The Facilitator Project paid the \$250 per staff member and travel maintenance expenses for the Right to Read staff members during their stay in Salt Lake City, resulting in a total support cost of \$1973.

The next step was to make the state's school districts aware of the opportunity to retrain their teachers at little cost. This was done jointly by Right to Read and facilitator staff members through a series of direct mailings, telephone calls, and face-to-face presentations. Interested school districts were offered a free five-day inservice workshop for teams of two to five teachers or district-level reading specialists.

Each local district opting to participate in the program assumes the cost of substitutes (about \$125 per teacher for the week). Right to Read and the Facilitator Project share the \$80 cost of providing the ECRI materials free to each trainee.

In six weeks the two Right to Read trainers had in turn trained 37 teams from 25 of the state's school districts. But that is only the beginning. Team members are expected to use the techniques in their teaching and to train other teachers in their districts in the use of ECRI. The ECRI materials given to the teachers during training are specially designed to assist in "spin-off" training.

One of the teams undergoing training represented Linden School District. It includes 11 elementary schools, two junior high schools, and one senior high school. The district serves an urban community with a population density and a heavy industrial section. According to a school official, ECRI met the two primary needs of the district--that is, the need to improve and upgrade teacher skills and to improve the reading skills of students.

Effects

The strengths of the diffusion strategies used to make ECRI familiar and available to New Jersey school districts are noteworthy. For example, Right to Read staff enjoyed high credibility among the state's educators. Consequently, Right to Read's sponsorship of the program increased its appeal.

The investment in the diffusion, compared with the payoff, was small. The Facilitator Project received access to a high-interest program for the state for an initial investment of less than \$1200. The Right to Read staff invested two weeks in professional time and six weeks in running training sessions. In return they met their own goal of improving teacher competence in the teaching of reading in 25 school districts. At the cost of releasing teachers for a week's training, school districts received ECRI materials free of charge and improved instruction in the classroom.

"The only negative aspect of this approach," says the State Facilitator, "is that ECRI's popularity among the state's educators has grown to such magnitude that we are finding it increasingly difficult to respond with the necessary 'people-related' resources."

SECTION V

Institutionalization: Stabilizing the Innovation

NDN LESSONS:

- The program must be tailored to the local community to guarantee a comfortable fit.
- Adoptions cannot be bought. Federal money should be used, sparingly, to encourage trial, but local commitment must be demanded right from the start so that the end of federal support does not mean the end of the program.
- The scope and nature of a program affect its diffusion. Long-range or process-oriented programs are more difficult to implement fully, but may nevertheless exert a significant force for change.
- Adoptions can produce new ideas and practices that benefit the developer and other users as well as the adopter.

SPECIAL EDUCATION • The Sacajawea Plan • Montana → Arizona

CREATING A MULTIPLIER EFFECT

Introduction

A large elementary-school district in Arizona has not only successfully adopted a Montana-based program but also produced a multiplier effect. The six staff members originally trained in the program had trained 40 more teachers by the middle of the first year of implementation, and the district was making plans to train 100 more.

One reason for this success may be that the wide application of the program suited the needs of the large district; another cause, according to a developer, is that the implementers were very competent. Still another reason may be the fact that the content of this particular program--"precision teaching"--was already somewhat well-known within the country. Thus district staff members approached the adoption with the conviction that they wanted to adopt such a program.

Setting

The Washington School District is the largest elementary-school district in Arizona, with 25,400 students in kindergarten to grade 8 and 1268 teachers. It is one of 13 school districts in the Phoenix area. (The boundaries of these districts trace back to the time when Phoenix was a smaller city, surrounded by agricultural communities.) Washington schools contain both open-center and self-contained classrooms. The district emphasizes individualized instruction.

Need

In the application form it sends to potential adopters, the Sacajawea Plan asks for a brief statement describing how the program might help meet a need within the adopting district. The Washington School District responded as follows:

"Our interest in precision teaching is based on its wide range of application to existing programs. Each teacher in the group we selected will be responsible for training five other teachers in the use of precision teaching. In this way, the spread of effect will easily reach 50 teachers in our district during the first semester. We will also be involved with three separate programs in the Washington School District. These are learning disabilities, our regular education program at Cholla Elementary School, and our educable mentally handicapped-mainstream program.

"The Washington School District is continually involved in searching for ways to improve our instructional programs. We feel that the classroom teacher is the key. Precision teaching appears to be a system that will give classroom teachers immediate feedback as to the degree of mastery that the student has attained."

Solution

The Sacajawea Plan, also known as Remediation for Children with Learning Deficits through Precision Teaching, is a model for the delivery of educational services to elementary-school students with learning deficits. It uses precision teaching procedures for identification of such students and for remediation. The procedures consist of breaking down a curriculum into its smallest components, measuring a student's performance on one-minute exercises, recording the measurements on a chart, and using the information to adjust instruction appropriately. Daily charting of measurements enables both the

teacher and the student to observe the student's progress and see where curriculum change is needed. The approach can be applied to any curriculum area, and it has been used in both regular and special-education classrooms.

The notion of precision teaching was initiated at the University of Kansas by Ogden Linsley in 1965, and further developed in 1971 in a statewide project in Washington under the leadership of Harold Kunzelmann of the state department of public instruction. Users have now established their own small "network" throughout the country, according to Marion Weldon, acting director of the Sacajawea Plan. Schools share consultants, and teachers share materials and plans that they have developed.

The Sacajawea Plan began in elementary schools in Great Falls, Montana, in 1972 with the support of a grant under Title III of the Elementary and Secondary Education Act. In 1975, the U.S. Office of Education designated it a Developer/Demonstrator project. The training project is located at the Sacajawea Elementary School in Great Falls.

Events

After attending a workshop conducted in Phoenix by Ogden Linsley and Harold Kunzelmann, a learning-disabilities resource teacher from Cholla Elementary School decided that she wanted to use precision teaching. She subsequently made contact with a Sacajawea staff member at a Los Angeles meeting of the Council for Exceptional Children, and learned that the project offered three-day training sessions in Great Falls. On her recommendation, the district wrote to the developers to request an application for training. (Arizona has no State Facilitator.) Other district staff members had also heard of precision teaching and were "teaching around it" but none were actually using it, according to Gerald Olson, director of pupil personnel for the district. When the district sent in its application in September 1975, it had selected six staff members to receive training and had begun to plan implementation.

The six staff members traveled to Great Falls in November 1975 for three days of training. They were the director of pupil personnel, the Cholla principal, two resource teachers, and two regular classroom teachers. In addition to learning about the procedures and observing classrooms, they spent four hours of practicum time making chart-based curriculum decisions.

Three weeks later, a Sacajawea consultant visited Phoenix for three days of follow-up assistance. The consultant met with 7 principals for a three-hour session, with 52 teachers for a four-hour workshop, and with 15 special-education teachers for a day; and spent another day assisting teachers in their classrooms.

Effects

At midwinter, the Sacajawea staff reported that the district had met the criteria for a full adoption of the program. Gerald Olson of the adopting district said that the program had been very successful. "Students have really enjoyed it," he commented. "Constantly working with success--seeing their scores getting better every day--has really motivated them." In addition to using exercise sheets developed by Sacajawea, teachers were making their own exercise sheets and sharing them with other teachers throughout the district.

Precision teaching was being used with regular students, with learning-disabilities students, and with educable mentally handicapped students at Cholla Elementary School; and with educable mentally handicapped students (in mainstreaming programs) at four other schools. The original trainees had trained about 40 other teachers within the district. The next step being planned was to train the district's learning-disabilities teachers, a total of more than 100 additional teachers.

LANGUAGE ARTS • HEP/Project Aloha • California

THE HAWAII ENGLISH PROGRAM GOES MAINLAND

Introduction

A highly successful language arts program has found its way from its homeland in the nation's fiftieth state of Hawaii across the Pacific and into mainland schools. Now, any school district in the continental United States can fully adopt the Hawaii English Project (HEP) by linking itself to the mainland model, which is known as HEP/Project ALOHA.

ALOHA, like HEP, is being recognized for its adaptability to meet the needs of students of diverse backgrounds. The following case study is unique because it describes an adoption of ALOHA by Lucia Mar Unified School District, an adoption that moves HEP into its third generation as a successful program.

Setting

Lucia Mar Unified School District serves the central coastal area of California, with district offices located in Pismo Beach. The unification of seven separate districts took place in 1968, and now the district includes 10 elementary schools, 2 intermediate schools, 1 high school, and 1 continuation high school. The schools are located in small towns and a high percentage of students live in the surrounding rural areas. Almost one-fourth of the pupils in the district are of Mexican-American descent and Spanish language background.

Need

Robert Hoagland, superintendent of Lucia Mar Unified School District, saw a need for a comprehensive language arts programs that could eventually provide a unified curriculum for all of the district's schools. Because of the distance between the elementary schools and the fact that each had been in a separate district prior to the unification, varied curricula existed.

Solution

Superintendent Hoagland became aware of the Hawaii English Program when it was featured at several professional conferences. He initiated the adoption process in April 1973 upon viewing a HEP presentation at the Western States Expo in San Francisco. He said the following features attracted him to the program:

- The program is comprehensive, comprising language skills, literature, and language systems (study of the nature of human communications).
- The program offers a total system: one that provides goal systems, all instructional materials, management system and record keeping, and accountability, attained through exit criteria for each of the skill goals.
- The program offers a learning environment that allows totally individualized learning in terms of pace, modality and sequence.
- The program accommodates pupils with Spanish language backgrounds, because it emphasizes individualization and the linguistic approach.
- It provides continued professional growth for teachers, made possible through inservice training and use of program materials.

Events

Hoagland offered to provide district assistance to two schools that wished to adopt HEP/Project ALOHA. Oceano and Grover City Elementary City Schools took the superintendent up on his offer and an agreement was made to install the program in the kindergarten and first grade of each school in the fall of 1973. Hoagland arranged with Bill Adams, the director of HEP/Project ALOHA, to take a team of district and school personnel to San Jose for a two-day visit to ALOHA's demonstration schools.

ALOHA personnel provided extensive technical assistance during the spring and summer of 1973. One lead teacher from each of the adopting schools participated in a four-week teacher training workshop at the San Jose site, and ALOHA personnel followed up by providing ongoing teacher training sessions within the Lucia Mar district. The staff and teachers of the ALOHA project served as resource personnel for the teacher training sessions, as did planners from the original curriculum development team in Hawaii.

Effects

The reaction of residents to the HEP/Project ALOHA of the Lucia Mar district have been positive, says a district spokesman. As one example of the support the program has received, Adams says that parents whose children were scheduled to have to leave the program due to a school boundary change appeared before the Board of Education to protest. They complained that they did not want their children to lose the benefits of being in the exemplary program.

Another example of the success of the adoption was its expansion to include grades 2 and 3 in the two adopting schools in 1974-75 and to grades 4 and 5 in 1975-76. The decision to include grades 4 and 5 meant a commitment by a third adoption school, since one of the original adoption schools included only kindergarten through grade 3.

Expansion to additional schools in the district is anticipated. In addition, Adams notes that he has been contacted regarding future adoptions of the program by other school districts that have observed the successful adoption in the Lucia Mar Unified School District.

READING • Alphaphonics • California

A FRIEND FROM OUTER SPACE REACHES INNER-CITY KINDERGARTNERS

Introduction

When individual teachers exercise great initiative in pursuing a program and installing it independently in their classrooms, funding from the U.S. Office of Education, National Diffusion Network, can make it possible for the Developer/Demonstrator to make on-site visits from which both adopters and Developer/Demonstrators benefit.

This happened recently in California, where one kindergarten teacher in the large city of Oakland read a newspaper report about Alphaphonics, an inexpensive and entertaining phonics program that had been developed in the suburb of South San Francisco, across the bay. Alphaphonics sounded ideal for her students, so that teacher--and later, two of her colleagues--obtained the materials and enrolled independently in a training seminar. Alphaphonics was a hit in the classroom in short order. A day's visit from the Developer/Demonstrator promoted the venture further--and it also gave the developer some ideas for modifying the program.

Setting

Daniel Webster Elementary School, in the large industrial city of Oakland, California, is surrounded by the modest houses typical of many low-income inner-city neighborhoods. Its 1076 children attend class in aging portable buildings, which, though drab on the outside, have been made attractive inside through the efforts of enthusiastic staff and students.

Twenty-seven children attend each kindergarten session. The six kindergarten teachers team up, so each one is in charge of a half-day session daily. For the Alphaphonics program, Title I funds have provided the services of three instructional assistants for the morning sessions.

Need

Although Webster School kindergartens were equipped with a variety of phonics materials, some teachers were experiencing difficulty in pulling them all together into a sound program that would work for children of differing skills and abilities. They were also looking for an imaginative program that could attract and hold the children's interest.

Solution

Alphaphonics, low-cost and adaptable, is described by Developer/Demonstrator director Gretchen Ross as a "success-oriented, hands-on program." Alphaphonics centers around the distinctive figure of Astro, a warm and sympathetic creature from outer space. Astro arrives each day with a pink bag filled with surprises--the day's lesson materials and prizes and awards for the children. (In this teaching system, success is rewarded on any level.) But surprises don't come just from Astro. Each child is also responsible for preparing a paper or drawing as a surprise for Astro each week. This aspect of the system brings great satisfaction to the children, and it involves the parents as they watch their children preparing their surprises for Astro at home.

The low cost of the program was another important feature for the Webster School teachers. The basic kit, including Astro's pink bag and duplicator masters, costs \$29.95 (one kit is used for each classroom, morning and afternoon). For an additional \$29.95 schools can purchase Astro dolls, but many teachers prefer either to represent Astro with their own cardboard cutouts posted on bulletin boards or else to leave Astro

as an invisible visitor. Aside from a \$1.00 guide for parents and aides, there is no further expense except for duplicating, as the program can be integrated with whatever teaching materials are on hand.

Events

After Oakland kindergarten teacher Diane DeLucchi had read about Alphaphonics in a San Francisco newspaper in the spring 1975, she discussed the program with the Webster School's curriculum administrator, who obtained the kit for her and her team-teaching partner with Title I funds. (They did not purchase the Astro doll.) Because of her interest in the program, Ms. DeLucchi paid her own \$50 fee to attend a weekend seminar that summer where Alphaphonics was demonstrated. She communicated her enthusiasm for the program to the Webster School reading coordinator and another teacher, Elaine McGreevey, as soon as school began in the fall. They enrolled themselves in a similar weekend training seminar in October. At the seminar, they asked Developer/Demonstrator director Gretchen Ross to talk with their curriculum administrator about the program.

Director Ross arranged to visit Webster School one day after the program had been in use in two rooms for a month. Her time was spent partly in explaining the program to teachers who were considering using it and partly in observing and counseling those who were already teaching with Alphaphonics. During the day, she says, she also picked up some ideas from this inner-city school--so different from the suburb where the program was developed--that have been incorporated in the Alphaphonics kit.

Effects

By October four of the six Webster School kindergarten teachers were using Alphaphonics in their rooms. Astro had become so popular that teachers who were not using Alphaphonics were being asked by the children why Astro didn't visit their rooms, too. In time, Astro did become a universal visitor in Webster School kindergartens.

The children were very fond of him, and they seemed to be making progress in their learning. One undeniable sign of the children's interest--and that of their parents--was the large number of them who prepared projects at home to give Astro each week.

"I'm sold on this program," said teacher Elaine McGreevy. "I've never seen these children so highly motivated."

DISSEMINATING A COMPLEX PROGRAM

Introduction

What happens in the dissemination of a long-range, interdisciplinary, relatively expensive program? Home Start, a family-centered preschool enrichment program developed in Waterloo, Iowa, provides an example of such a program. When fully implemented, it covers children for three years (from ages 2 to 5), requires health and social-service as well as educational staff, and costs almost \$700 per child per year.

No full adoptions of the program have occurred, although there have been partial adoptions and the Developer/Demonstrator has received inquiries from every state and 12 foreign countries. The broad scope of the program and difficulty in obtaining long-range funding seem to have been factors limiting full adoption. Home Start's own nine-year implementation experience illustrates the amount of effort required to provide a complex program and obtain funds for it.

Setting

Waterloo, Iowa, is an industrial metropolitan area with a population of 85,000 of which a large proportion is low-income. The community adjoins Cedar Falls, a city of 30,000 and the location of the University of Northern Iowa.

Need

Home Start grew out of a series of panel discussions held in Waterloo in 1966. Entitled "Changing Patterns of Child, Parent, and Community Interaction," the discussions were funded by a grant obtained under Title I of the Higher Education Act. Participants included elected officials; educators from public, private, and parochial schools; representatives of civic and community organizations; and parents. They agreed that there was a need for earlier identification of children who had handicaps or were vulnerable to developing learning disabilities. They noted that, aside from seriously handicapped children, almost no exceptional children were identified and given help until they entered school. Yet evidence indicated that behavior and learning trends are often well established by the time children enter first grade. Professional literature also suggested that there are limits to what schools alone can accomplish and that helping vulnerable children required effective home-school-community collaboration.

The participants decided that Waterloo needed a program that provided early identification and help for handicapped and vulnerable children. Officials of the Waterloo Community Schools formulated a proposal for funding through Title III of the Elementary and Secondary Education Act.

Solution

In its present form, Home Start has two components that can be implemented separately or together:

1. Vertical Home Start, a school-readiness enrichment program for children from ages 2 to 5. A paraprofessional aide visits the child's home for an hour once a week, and confers with a parent or other adult about the child's development and books and toys that the parent could use with the child. Collaborating with the aides are a Home Start director and social worker and a consulting psychologist and nurse; families are referred to appropriate community agencies when additional services seem to be needed. The program can be implemented on a year-by-year

basis, but when fully implemented, it covers a child for three years, beginning at age 2.

2. Horizontal Home Start is a single year of classroom prekindergarten enrichment for 4- to 6-year-old children. It offers 20 to 30 minutes each day of enrichment based on Piagetian concepts of classification and seriation and Gibson's perceptual theories plus total-group, small-group, and individualized activities. Horizontal Home Start may be, but need not be, combined with the third year of Vertical Home Start.

In the program's implementation in Waterloo, Home Start staff members referred approximately one-third of all Home Start families to community agencies. At least three agencies reshaped their programs to provide more comprehensively for the needs of handicapped and vulnerable children and their families. In longitudinal assessment, the first wave of Vertical Home Start children scored significantly higher than their older, non-Home-Start siblings on third-grade achievement tests.

Full adoption of Vertical Home Start costs \$675 per child per year, or about \$55,000 for 80 children. This amount includes costs for Home Start staff and consultants, training, materials, and 20,000 miles of travel for home visits. Adoption may be made on a partial basis or a smaller scale. The cost of adopting Horizontal Head Start in a classroom is about \$1800, which includes costs of testing and instructional materials and training.

Events

In its nine years of development in Waterloo, Home Start has undergone considerable refinement and has been funded from a variety of sources. From 1968-71, it was funded under Title III. From 1971 to 1974, as Home Start II, it was funded primarily under Title III but also (in slightly different versions) from other sources, which developer Ralph Scott has described as difficult to coordinate. At present, as Home Start III, the Waterloo program has three sources of funding:

1. Title I funding for Horizontal Home Start for 4- and 5-year-old children.
2. Special funding allocated by the Iowa State Budget and Review Committee for a Vertical Home Start program.
3. A Title III Developer/Demonstrator grant.

Ralph Scott, a professor of educational psychology at the University of Northern Iowa and a developer of the program since 1966, notes that there are difficulties in obtaining funds for a "well-coordinated, integrated program" that addresses "the complexity of underachievement." He says that the developers "find it difficult to fund the program the way we'd like. There seems to be more money for older kids, while we want a consistent, structured program that begins at age 2." Potential adopters from Texas and Wyoming, while enthusiastic about the program, have expressed concern about the difficulty of obtaining assured long-range funding for full implementation.

Effects

Nevertheless, the following dissemination effects have occurred:

- Eleven school systems in Minnesota and Iowa have adopted aspects of the program.
- Two published items, a Learning Readiness System and a nature-theme book for preschoolers, are used in at least 500 districts and 1000 classrooms respectively.
- The project has received inquiries from every state and 12 foreign countries.
- Six research reports on the project have been published in national education and psychology journals.

EARLY CHILDHOOD • Early Prevention of School Failure • Illinois

CITY INSTALLS SCREENING

Introduction

The city of Rockford, Illinois, installed a uniform, districtwide screening program that included pre-entry summer sessions for gifted children and for children with learning disabilities, as well as follow-up attention after those children were in schools. Funds for the testing, for the release of teachers, and for program materials were provided by the State Facilitator. The summer programs were funded by the State of Illinois, and the salaries of the program director and special-services personnel were provided by the Rockford school district. None of these agencies could have made this large-scale installation without full cooperation with the others.

Setting

Rockford, Illinois, is a heavily industrial city with a population of about 150,000, many of them skilled laborers. Enrollment in the Rockford Public Schools in 1975-76 is almost 39,000. More than 3000 attend the 57 kindergartens.

Need

For five years Rockford's schools had been screening entering kindergartners in order to identify any learning problems at an early stage. However, many felt the program--though beneficial--was not reaching its potential. Each school conducted its screening independently. Some screened children in the spring and some, in the fall. Although all used the same basic instruments, each school added supplements. For these reasons the findings were not easy to transfer from school to school. Furthermore, most kindergarten teachers did not participate in the screening because funds weren't available to release them.

There was a need, as school administrators and teachers saw it, for a uniform program of screening to be held in the spring, in which kindergarten teachers participated fully, and from which they could develop individual curricula for gifted children and for those with learning disabilities, in addition to the basic curriculum.

Solution

Illinois State Facilitator Shirley Menendez provided the Rockford School District with detailed descriptions of 30 U.S. Office of Education-approved programs to consider. When the district chose to adopt the Early Prevention of School Failure, developed in Peotone, Illinois, the State Facilitator Project Media committed \$22,700 in U.S. Elementary and Secondary Education Act, Title III, funds to the adoption. The federal money was to be used for releasing teachers, program training materials, and the screening, itself. (The program, which includes training to help parents and teachers provide remedial experience to exceptional children, is described in the study of the adoption in Searcy, Arkansas.)

Events

In December 1974 a steering committee for the adaptation was appointed, and some of the committee's members visited the Developer/Demonstrator site in Peotone, Illinois.

In January a project director was appointed. She was to give approximately 80 percent of her time to coordinating the screening effort. (Her salary was paid by the school district.) Meetings were held throughout the district to explain the program to administrators, classroom teachers, and specialists. Program materials were ordered and testing materials assembled.

In February members of the Developer/Demonstrator staff were in Rockford for extensive training. During the first two days of their stay, half the city's kindergarten teachers attended a workshop on testing and on developing procedures for screening. The following day, special-services personnel and one first-grade teacher from each school attended an orientation session. Then the rest of the kindergarten teachers underwent two days of training. During the same visit, procedures for the citywide screening were developed and materials for it were ordered. A master record-keeping system was also devised.

In March posters, billboards, radio, television, and newspapers announced the early registration for kindergartners. During the week of March 24-28 the schools registered 2513 children; in April they registered 2111 more. During April 2496 children were screened in 53 elementary schools; a few more children were tested in May.

In May the results were analyzed by the district Data Processing Department, which then returned its analyses to the appropriate schools. Members of the Developer/Demonstrator staff returned May 19 and 20 to conduct curriculum-planning workshops for all kindergarten and learning-disabilities teachers. Immediately after the close of school in June, eight teachers formulated a curriculum guide for the following year's school program, in accordance with the findings of the screening.

In June and July a six-week diagnostic course, funded by the state, was carried out for 150 children identified as having learning disabilities. Sixteen classes of between 8 and 10 children, each with a teacher and an aide, were held at 7 schools. Another six-week course was given at two schools for a total of 100 gifted children--also funded by the state. Those children met individually for half a day each week with a kindergarten teacher while one of their parents met with a school psychologist. The program for gifted children was continued through the school year.

A general outline of the financing of this installation follows:

75 kindergarten teachers, 5 days each	\$11,250
100 first-grade teachers, 1 day each	3,000
workshop materials (250 participants, \$5 each)	1,250
start-up (2600 children, \$2.50 each)	6,500
testing materials (printing costs)	750

Costs to the district were 80 percent of the project director's salary for six months and the 1525 days given the project by special-services, administrative, supervisory, and secretarial personnel. The costs of the summer programs were borne by the state.

Effects

Although the program is still too young to evaluate, signs are good. For one thing, more children were registered in the four days in March than had been registered in two months the year before. After the screening, 140 of the 153 parents who responded to a questionnaire replied that they would enter their children in the same kind of screening again if it were offered. And the local Kiwanis Clubs have already offered funds and manpower to help with the next screening.

ALTERNATIVE SCHOOLS • Project FOCUS • Minnesota —► New Jersey

ADOPTION SHOWS NEW APPLICATION

Introduction

One benefit of the National Diffusion Network is that transfer sometimes leads to a new application of a program or a new source of training. Such is the case with the FOCUS program for disaffected youth. Originally developed in Minnesota for students in grades 10 to 12, the program has been implemented so successfully in two junior high schools in New Jersey that the Developer/Demonstrator has asked the schools to serve as sites for visits from other schools that might want to adopt the program at the junior-high-school level. The Developer/Demonstrator also believes the schools could qualify by the fall of 1976 to be trained as turn-key trainers for the model.

Setting

Middletown, New Jersey, lies 20 miles south of New York City. Once known for clam digging, the area now serves as a bedroom community for commuters. Most inhabitants are middle-income families, but the 40-square-mile school district contains areas of poverty and wealth as well. The school population is 13,500, of whom 80 percent attend the public schools.

Need

The school district was experiencing some problems with class cutting, truancy, and discipline. Assistant Superintendent Alan Bartholomew learned about FOCUS at a dissemination workshop sponsored by the New Jersey State Facilitator in the spring of 1975. The district superintendent and several principals attended a second workshop, and the district staff agreed they wanted to adopt the program.

Although FOCUS was originally designed for high-school students, the district decided to adopt it at the junior-high-school level for two reasons, according to Mr. Bartholomew. First, the district's high school was so crowded that it had double sessions. A new high school that used an open-space concept was to open soon, and the district felt "it could not add anything else" at the time. Second, the district hoped that "if we can resolve the problem in junior high school, we won't have it in high school." In fact, although the district is now considering establishing a FOCUS program at the high-school level, it may put the students who have already participated into the regular tenth grade.

Solution

FOCUS is an alternative educational plan for students who have been identified as disaffected and showing a lack of motivation, a lack of confidence, and low self-esteem. The core of the program is the Family Group, a small-group class in which 8 to 10 students and one teacher/adviser meet for one class period each day throughout the school year. Through the Family Group, the program attempts to help students develop feelings of caring, self-worth, and concern for others. Another feature of the program is a student leadership board. FOCUS offers modified English, social studies, and mathematics courses as well as a work-experience course. Both individualized and group instruction are used. Students are screened for admission but enroll voluntarily. They participate in a Family Group and at least two courses, taking other courses in the regular school. Approved by USOE as a Developer/Demonstrator project, the program originated in Roseville, Minnesota, in 1971.

Events

The principals of two of the district's three junior high schools decided to adopt the program. A FOCUS team from Minnesota trained 40 staff members from the district and surrounding areas during a two-day workshop held in Middletown in June 1975. The two schools made final plans for implementation during July and August, and the program began in September. In Thorne Junior High School (grades 7 to 9) 60 students are participating; in Thompson Junior High School (grades 8 and 9), 40 students. The two schools' implementations differ slightly.

In December, staff members from Minnesota visited the program to assess the sites and give any technical assistance needed. Mr. Bartholomew later said that this second visit was important as a source of moral support. "I can go to the teachers and say I like what we're doing," he said, "but when the staff comes out from Minnesota and says 'we like what you're doing,' it really gives teachers a shot in the arm."

Effects

Sue Schillinger, coordinator of the FOCUS Dissemination Project, reported that the FOCUS visitors were greatly impressed at the similarity between the adoption and the original site, particularly in view of the fact that none of the New Jersey teachers had ever seen the Minnesota site. "All of the concepts and components of the FOCUS model were implemented," she said, "and both programs appeared to be quite strong and handling the problems of 'first-year growing pains' very well. We were also impressed with the adaptations that were made to make this program, which was developed on a senior-high level, effective on a junior-high level."

In January, Assistant Superintendent Bartholomew reported that truancy was decreasing and students seemed to be learning. He called the Family Group "the mainstay of the program." He noted, however, that the program "started very slowly for the first three months, and that it had no effect on truancy until the kids trusted us and the teachers." One difficulty in implementation was selling the program, which allows students a certain amount of flexibility and freedom, to the teachers of regular classes. The teachers were won over when FOCUS students who formerly presented discipline problems began to behave better in their regular classes.

At the request of the Developer/Demonstrator, the two schools have agreed to serve as a site for visits from others who want to adopt FOCUS at the junior-high-school level. The Minnesota staff also believes that the two schools could qualify by the fall of 1976 to be trained to become turn-key trainers for FOCUS.

ENVIRONMENTAL EDUCATION • ECOS • New York

EXTENDING SERVICES TO NONPUBLIC SCHOOLS

Introduction

The case study of a Developer/Demonstrator in New York State serves as an example of how nonpublic schools are being involved in the National Diffusion Network.

The project, the ECOS Training Institute, teaches educators in a three-day workshop how to design curriculum by using environmental education as a model. Enrollees in the workshop learn the process of designing curriculum, stewardship, and community-classroom interaction; therefore, it profits educators from diverse school districts and with diverse educational needs.

Setting

ECOS made its services available to Catholic schools in Westchester and Putnam Counties, 2 of the 10 counties that constitute the Archdiocese of New York. Within the two suburban counties, which are considered as a single administrative unit, there are 71 elementary schools and 18 high schools. The per-pupil expenditure in the district is under \$750, and teachers' salaries in the 1973-74 school year averaged \$9000. The student-teacher ratio is approximately 32 to 1.

Need

ECOS came to the attention of Archdiocesan administrators in the Spring of 1973. At that time, a local public school district wanted to expand its ECOS program at the high school level to include the elementary and middle schools. Seventh- and eighth-grade teachers encouraged ECOS director Francis J. Thompson to involve a teacher from the local Catholic school. Subsequently, a team of teachers from the public and nonpublic schools developed a community exploration program consisting of 21 learning activity packages. Based on this successful introduction to ECOS, Archdiocesan administrators became enthused about making the ECOS training available to other nonpublic school educators.

A needs assessment submitted to Thompson further indicated that Catholic schools in the Westchester/Putnam area could profit from participation in ECOS. No environmental education course had been started in the schools, according to the needs assessment, due to lack of funds, lack of staff, lack of curriculum materials, and lack of staff qualifications in environmental education.

Specifically, district administrators said ECOS could benefit the district by:

1. providing an inservice program for teachers, "a responsibility of the Archdiocese despite financial constraints";
2. training teachers to deal with the affective realm;
3. giving teachers the tools to involve students in decision making and values clarification; and
4. providing alternative paths toward the development of curriculums which could motivate students, meet their individual needs, and provide interdisciplinary activities.

Solution

The needs assessment further elaborated on how participation in ECOS could help the nonpublic schools solve some of their educational problems. It said: "The ECOS design would be highly appropriate for our schools, not only for teachers' use with students, but for teachers' own enrichment in the knowledge and use of instructional strategies as these contribute to professional growth. Here teachers face a variety of teaching options, and with the freedom (and responsibility) to choose techniques and materials appropriate for their own students. Both of these highly desirable outcomes as well as the specific objectives identified in the ECOS guidelines can be achieved if teachers are given the time, the training, and the materials to work with. They should then be able to define environmental interests, assign priorities to topics according to the institute guidelines, and then relate these topics to concepts already identified and being developed in their schools."

Events

On April 8, 9, and 10, 1975, ECOS held a training workshop for 27 teachers and administrators from 14 Catholic schools in the two-county area. Three persons from the Walden School, a private school in New York City, also attended the workshop. Both groups were trained in the ECOS processes for curriculum infusion, community involvement, and stewardship. Much of the workshop time was devoted to work by small groups on individual curriculums. ECOS staff members facilitated the work of each group, and teachers from a local nonpublic school which had been involved in an ECOS program for two years acted as consultants to the trainees and presented an overview of their work.

Effects

ECOS is now an ongoing part of the Archdiocesan program. Adoptions of ECOS were made in four schools, and ECOS staff members are doing follow-up work with the workshop participants. The participants, in turn, reacted to the workshop in a highly positive manner. Comments from the participants included the following:

- "Terrific Project; very concise."--Principal
- "Please be assured of our sincere appreciation of the three-day workshop for Westchester County teachers. The professional level of planning and the precise response to teacher needs were outstanding."--Program Development Officer
- "Good sharing between members of the group."--Superintendent
- "Organized and clear; slides were an asset."--Principal
- "Concise, substantial, light."--Superintendent
- "Presentation good, time for initial meeting good."--Principal

READING • ECRI • Utah

READING PROGRAM SERVES ITS HOME STATE

Introduction

Salt Lake City's Exemplary Center for Reading Instruction (ECRI), approved by USOE as an exemplary program, has been in operation since 1966. The New Hampshire and New Jersey adoptions, described elsewhere, illustrate how the National Diffusion Network has paved the way for transfer of the program to states across the country. While serving schools in other states, ECRI has also been responding to the needs of Utah schools--in a variety of districts and in a variety of ways.

This case study provides three examples of Utah adoptions of the program. In the first, adoption in a rural school district was brought about because the interest of a school superintendent, and eventually funded through the State Facilitator's office. In the second, an urban school district 50 miles north of Salt Lake City contracted with ECRI to serve students who met criteria of Title I of the Elementary and Secondary Education Act. In the third, the state's largest school district, a suburb of Salt Lake City, contracted with ECRI for the tenth consecutive year to provide a clinical reading program, with a newly added parent tutorial component.

Events

1. Piute County School District, Piute County, Utah, 1974-75

The Piute County School District, 209 miles south of Salt Lake City, is comprised of four small rural towns: Kingston, Circleville, Junction, and Marysville. The population of the county is 1100; the rate of unemployment is 23 percent. The major occupations are cattle ranching, farming, and some mining.

The ECRI adoption was initiated by the district superintendent to fill a need for more structure and continuity in the district's language-arts teaching. Superintendent Steven H. Peterson became aware of ECRI in 1973, when he heard ECRI Director Ethna Reid describe the program at a Society of School Superintendents' meeting. He wanted to contract services with ECRI during the 1973-74 school year, but the school district had no funds for the program.

In the 1974-75 school year, some Title III money became available through the State Facilitator's office, and the superintendent applied for funds to adopt the ECRI program. ECRI then worked with the State Facilitator's office to arrange services for Piute County School District. The services rendered were limited because the grant for training was only \$1550.

ECRI staff members held three 10-hour workshops for teachers from the two elementary schools as well as four Title I and special services teachers from the high school. These sessions were followed by three class visits in which an ECRI staff member demonstrated the methods and techniques taught during the workshops.

As a result of this training, the Circleville Elementary School teachers implemented the techniques in their classroom. They have expressed enthusiasm about the fact that the ECRI program has not only provided structure and continuity for teachers, but has also provided a method for permitting students to move at their own rate and has given the top students more of a challenge. Test scores indicate that the low-achieving students have also profited from the program.

2. Ogden City School District, Weber County, Utah, 1975-76

Ogden City is an urban area 50 miles north of Salt Lake City. The school district contains 13,500 students of whom 17 percent come from low-income families. About 1000 students receive special services with Title I funds. The major ethnic groups served are whites, Mexican-Americans, and Blacks.

Ogden City School District contracted with ECRI during the summer of 1975 to train 15 Title I teachers and aides at two junior high schools and two high schools. The objectives of the Title I program are to prevent and reduce the number of high-school students from dropping out of school and not graduating, and to improve the students' basic skills in language arts and mathematics. Title I teachers were selected from the regular staff on the basis of time available and ability to relate to students. At Ben Lomond High School, three coaches are the Title I teachers.

ECRI originally planned to provide an inservice program for 10 days during the summer, followed by periodic workshops throughout the school year. The summer inservice program did not take place, however, because the teachers had left for vacation by the time the proposal was funded. All inservice training has been conducted during the school year, separately for each school and during teachers' free periods. This procedure has greatly diluted ECRI staff time.

Nevertheless, teachers are enthusiastic about the ECRI techniques. Maxine Stevenson, teacher at Ogden High School, said, "I'm really thrilled with the results I've achieved. I didn't know how I'd react to a structured program, but I've seen unbelievable changes in pupils, and I'm sold." Twist Jones, teacher at Ben Lomond High School, reported that no student wants to transfer out of the classes at the end of the semester. "Before, we used to worry because no one wanted to stay in class. Now, we worry because no one will leave and we can't take new students."

Total time spent by ECRI staff in the four schools has been 19 days. Cost to the district has been \$3015 for salaries, transportation, and materials. The number of contracts per Title I teacher by an ECRI staff member has ranged from 4 to 13.

3. Granite School District, Salt Lake County, Utah, 1974-75

Granite School District is the largest school district in Utah, with 60,423 pupils. A suburb of Salt Lake City, it comprises approximately 300 square miles. Most of the students are middle-class. The district contains 51 elementary schools, 13 junior high schools, and 7 senior high schools. More than 5000 students are enrolled in special-education programs.

Granite School District contracted with ECRI to offer a reading clinic for students who had had other intervention programs but were still having difficulty with reading. The contract was for \$29,900, which paid for two teachers, clerical help, materials, and library services for teachers throughout the district. This was the tenth year that ECRI provided the district with a clinical program.

The teachers taught about 100 students from grades 2 to 12. Sessions lasted an hour and a half. Parents were asked to accompany their children to class, and were taught how to review lessons with their children at home. Students made gains of 1.6 to 2.8 years.

EARLY CHILDHOOD • Early Prevention of School Failure • Illinois —> Connecticut

BIG DIVIDENDS FROM A SMALL DISTRICT

Introduction

Sometimes a State Facilitator renders his most beneficial services when he helps to arrange an adoption of an exemplary program in a small rural school--the kind of school that because of limited financial resources normally could not provide any "extra" services for its students.

Such was the case when the Connecticut State Facilitator arranged for the adoption of an Illinois project by the Lebanon Elementary School. Small and out-of-the-way as the district is, the adoption of the exemplary project became the first in the area of early childhood education in the state.

Setting

The Lebanon Elementary School enrolls approximately 714 children in kindergarten to grade 6. Geographically, Lebanon is located in a rural agricultural area with a high percentage of low-income children residing in its school district. This area of Connecticut has a high percentage of unemployment.

Need

Staff members of the elementary school were searching for a device that could be used to screen all children as they entered kindergarten. Through the screening, the staff hoped to be able to identify children with learning disabilities in the areas of speech, language, hearing, motor coordination and problems of emotional or social development, and children who had the potential to excel academically in the school setting.

Based on the results of the testing, appropriate individualized education programs could be planned and developed for use with children in a regular kindergarten setting.

Solution

Staff members at the school became aware of a program that seemed to meet their specified needs, namely, the Early Prevention of School Failure project, developed in Peotone, Illinois. The Connecticut State Facilitator followed up the initial awareness materials with more specific information on the project and then arranged to bring its director, Mrs. Luceille Werner, to Connecticut for an on-site awareness conference.

The goal of the Early Prevention of School Failure project, Mrs. Werner explained, is to provide early identification and remediation of developmental learning deficiencies in children of ages 4 to 6. Once the children are identified, which takes place before they enter kindergarten, special educational services can be provided for those with moderate to severe learning problems. In addition, the project trains teachers and parents in the skills and competencies necessary to provide children with successful learning experiences.

Events

Following Mrs. Werner's visit, plans were made to begin the six-month adoption process. During the first four school days of September 1975, Lebanon school staff screened 117 children, thus launching the Peotone program in Connecticut and making it the state's first adoption of an exemplary early childhood program.

Twenty-six of the children who were screened were found to need special services and are now directly benefitting from the program. They are being educated in a highly individualized program in a regular kindergarten--one that uses teachers, aides and parent volunteers. The screening also resulted in the identification of eight youngsters who had the readiness skills to begin reading, thus allowing them to move ahead of the regular kindergarten program.

Effects

One of the most gratifying aspects of the adoption, as far as the State Facilitator is concerned, is the tremendous cooperation and support generated by the program among parents. In addition, the facilitator notes, the community has been extremely supportive of the concept of helping children to succeed early in their school careers, before they are doomed to failure.

The adoption cost the State Facilitator about \$400 in materials, training expenses, and substitutes for the Lebanon Elementary School staff members who were undergoing training. The cost to the school district has been minimal--about \$3 per child.

The adoption has generated considerable interest in early childhood education by the state's educators. For example, the Connecticut facilitator noted that at least 50 representatives of school districts in the state have visited the Lebanon program. In addition, 52 representatives from 20 school districts attended an awareness program on exemplary early childhood programs sponsored by the State Facilitator in December 1975, an indication that more adoptions can be expected in the near future.

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